

Andrews University

## Digital Commons @ Andrews University

---

Dissertations

Graduate Research

---

1982

### Role Expectations Of Presidents As Perceived By Presidents, Board Of Trustees, And Faculty: A Study Of Private Institutions Of Higher Education In West Java, Indonesia

Richards A. Hutagaol  
*Andrews University*

Follow this and additional works at: <https://digitalcommons.andrews.edu/dissertations>



Part of the [Higher Education Administration Commons](#)

---

#### Recommended Citation

Hutagaol, Richards A., "Role Expectations Of Presidents As Perceived By Presidents, Board Of Trustees, And Faculty: A Study Of Private Institutions Of Higher Education In West Java, Indonesia" (1982).  
*Dissertations*. 461.  
<https://digitalcommons.andrews.edu/dissertations/461>

This Dissertation is brought to you for free and open access by the Graduate Research at Digital Commons @ Andrews University. It has been accepted for inclusion in Dissertations by an authorized administrator of Digital Commons @ Andrews University. For more information, please contact [repository@andrews.edu](mailto:repository@andrews.edu).

## INFORMATION TO USERS

This reproduction was made from a copy of a document sent to us for microfilming. While the most advanced technology has been used to photograph and reproduce this document, the quality of the reproduction is heavily dependent upon the quality of the material submitted.

The following explanation of techniques is provided to help clarify markings or notations which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting through an image and duplicating adjacent pages to assure complete continuity.
2. When an image on the film is obliterated with a round black mark, it is an indication of either blurred copy because of movement during exposure, duplicate copy, or copyrighted materials that should not have been filmed. For blurred pages, a good image of the page can be found in the adjacent frame. If copyrighted materials were deleted, a target note will appear listing the pages in the adjacent frame.
3. When a map, drawing or chart, etc., is part of the material being photographed, a definite method of "sectioning" the material has been followed. It is customary to begin filming at the upper left hand corner of a large sheet and to continue from left to right in equal sections with small overlaps. If necessary, sectioning is continued again -beginning below the first row and continuing on until complete.
4. For illustrations that cannot be satisfactorily reproduced by xerographic means, photographic prints can be purchased at additional cost and inserted into your xerographic copy. These prints are available upon request from the Dissertations Customer Services Department.
5. Some pages in any document may have indistinct print. In all cases the best available copy has been filmed.

University  
Microfilms  
International

300 N. Zeeb Road  
Ann Arbor, MI 48106



Hutagaol, Richards A.

ROLE EXPECTATIONS OF PRESIDENTS AS PERCEIVED BY PRESIDENTS,  
BOARD OF TRUSTEES, AND FACULTY: A STUDY OF PRIVATE  
INSTITUTIONS OF HIGHER EDUCATION IN WEST JAVA, INDONESIA

*Andrews University*

Ed.D. 1983

University  
Microfilms  
International 300 N. Zeeb Road, Ann Arbor, MI 48106





PLEASE NOTE:

In all cases this material has been filmed in the best possible way from the available copy.  
Problems encountered with this document have been identified here with a check mark ☒.

1. Glossy photographs or pages \_\_\_\_\_
2. Colored illustrations, paper or print \_\_\_\_\_
3. Photographs with dark background \_\_\_\_\_
4. Illustrations are poor copy \_\_\_\_\_
5. Pages with black marks, not original copy \_\_\_\_\_
6. Print shows through as there is text on both sides of page \_\_\_\_\_
7. Indistinct, broken or small print on several pages ☒ \_\_\_\_\_
8. Print exceeds margin requirements \_\_\_\_\_
9. Tightly bound copy with print lost in spine \_\_\_\_\_
10. Computer printout pages with indistinct print \_\_\_\_\_
11. Page(s) \_\_\_\_\_ lacking when material received, and not available from school or author.
12. Page(s) \_\_\_\_\_ seem to be missing in numbering only as text follows.
13. Two pages numbered \_\_\_\_\_. Text follows.
14. Curling and wrinkled pages \_\_\_\_\_
15. Other \_\_\_\_\_

University  
Microfilms  
International



Andrews University  
School of Graduate Studies

ROLE EXPECTATIONS OF PRESIDENTS AS PERCEIVED BY  
PRESIDENTS, BOARD OF TRUSTEES, AND FACULTY  
A STUDY OF PRIVATE INSTITUTIONS  
OF HIGHER EDUCATION IN  
WEST JAVA, INDONESIA

A Dissertation  
Presented in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

by  
Richards A. Hutagaol  
December 1982

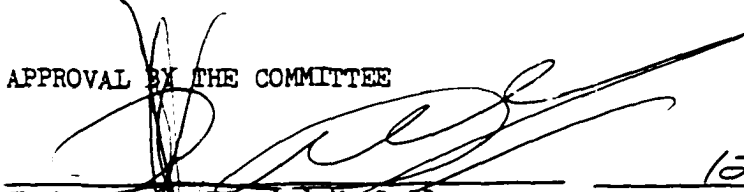
ROLE EXPECTATIONS OF PRESIDENTS AS PERCEIVED BY  
PRESIDENTS, BOARD OF TRUSTEES, AND FACULTY:  
A STUDY OF PRIVATE INSTITUTIONS  
OF HIGHER EDUCATION IN  
WEST JAVA, INDONESIA

A dissertation presented  
in partial fulfillment of the requirements  
for the degree  
Doctor of Education

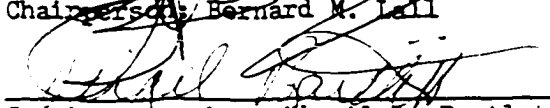
by.

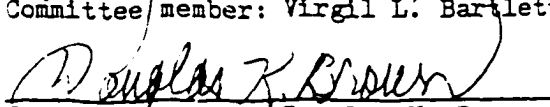
Richards A. Hutagaol

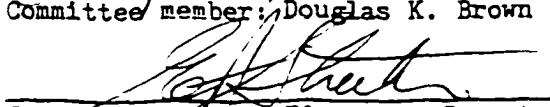
APPROVAL BY THE COMMITTEE

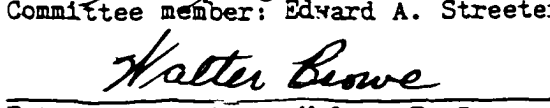
  
Chairperson: Bernard M. Lall

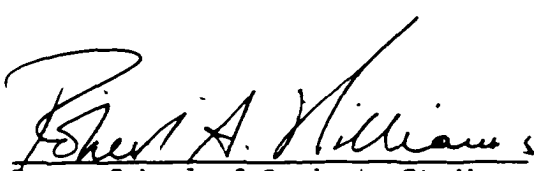
12/14/82  
Date approved

  
Committee member: Virgil L. Bartlett

  
Committee member: Douglas K. Brown

  
Committee member: Edward A. Streeter

  
External examiner: Walter F. Browe

  
Dean, School of Graduate Studies

ABSTRACT

ROLE EXPECTATIONS OF PRESIDENTS AS PERCEIVED BY  
PRESIDENTS, BOARD OF TRUSTEES, AND FACULTY  
A STUDY OF PRIVATE INSTITUTIONS  
OF HIGHER EDUCATION IN  
WEST JAVA, INDONESIA

by

Richards A. Hutagaol

Chairperson: Bernard M. Lall

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

Department of Education

Title: ROLE EXPECTATIONS OF PRESIDENTS AS PERCEIVED BY PRESIDENTS,  
BOARD OF TRUSTEES, AND FACULTY: A STUDY OF PRIVATE INSTI-  
TUTIONS OF HIGHER EDUCATION IN WEST JAVA, INDONESIA

Name of researcher: Richards A. Hutagaol

Name and title of faculty adviser: Bernard M. Lall, Ph.D.

Date completed: December 1982

Problem

The number of private institutions of higher education grew rapidly in Indonesia after 1961. No research studies can be found that ascertain the role expectations of presidents of private institution of higher education in West Java. This study attempted (1) to determine the role expectations of presidents as perceived by presidents, board members, and faculty members of private institutions of higher education in West Java, and (2) to discover any significant differences in the perceptions of the roles of presidents among and between presidents, board members, and faculty members and among and between universities, sekolah tinggi, and academies.

### Method

Two questionnaires--a primary questionnaire of ninety-three items and a subsidiary questionnaire of sixteen questions--were designed in the Indonesian language to assess the perceptions of respondents. The primary questionnaire was sent to three groups of respondents representing three types of institutions. The subsidiary questionnaire was sent only to presidents of institutions which participated. Data were obtained from 46 presidents, 96 board members. Ten null hypotheses were tested using chi-square analysis and Kendall's W.

### Findings

Based on responses from forty-six participating institutions, the following observations were drawn:

1. In general, each of the ninety-three roles were positively perceived by the three groups and by the three types of institutions, to be the roles of presidents.

2. Chi-square analysis indicated various numbers of items as significantly different among and between the three groups, as well as among and between types of institutions. However, these differences were all small.

### Conclusions

All ninety-three roles were accepted by presidents, board members, and faculty members, and by universities, sekolah tinggi, and academies to be the roles of presidents. Differences, or



conflicts, among and between perceptions of respondents were small and would not deteriorate cooperation among and between the groups of respondents regarding the undertaking of the roles of presidents. Presidents' perceptions of their roles seemed to be closer to their boards than to their faculties.

## TABLE OF CONTENTS

LIST OF TABLES . . . . .	v
ACKNOWLEDGEMENTS . . . . .	vii
Chapter	
I. INTRODUCTION . . . . .	1
Background of the Study . . . . .	1
Statement of the Problem . . . . .	3
Purpose of the Study . . . . .	4
Hypotheses . . . . .	5
Significance of the Study . . . . .	6
Definition of Terms . . . . .	7
Delimitation of the Study . . . . .	9
Organization of the Study . . . . .	10
II. REVIEW OF RELATED LITERATURE . . . . .	11
Role Theory . . . . .	11
Role Expectation . . . . .	14
Role Conflict . . . . .	16
Roles and Functions of Presidents . . . . .	19
Essential Functions of Executives . . . . .	21
The Changing Roles of College and University Presidents . . . . .	31
Laws Related to Roles and Functions of Presidents of Private Institutions in Indonesia . . . . .	36
Summary . . . . .	41
III. DESIGN OF THE STUDY . . . . .	43
Population of the Study . . . . .	44
The Instruments . . . . .	45
Administration of Instrument . . . . .	48
Analysis of Data . . . . .	50
IV. PRESENTATION OF RESULTS AND INTERPRETATION OF DATA . .	54
Hypothesis 1 . . . . .	55
Hypothesis 2 . . . . .	125
Hypothesis 3 . . . . .	129
Hypothesis 4 . . . . .	135
Hypothesis 5 . . . . .	143
Hypothesis 6 . . . . .	151

Hypothesis 7 . . . . .	155
Hypothesis 8 . . . . .	159
Hypothesis 9 . . . . .	163
Hypothesis 10 . . . . .	164
Subsidiary Study . . . . .	170
Summary . . . . .	175
 V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	 178
Summary . . . . .	178
Conclusions . . . . .	186
Recommendations . . . . .	189
 APPENDICES	
A. LETTERS OF RECOMMENDATION . . . . .	192
B. COVERING LETTERS . . . . .	197
C. FINAL FORMS OF THE QUESTIONNAIRES USED IN THE STUDY . . . . .	202
D. LIST OF PRIVATE INSTITUTIONS PARTICIPATING IN THE STUDY . . . . .	221
E. FREQUENCY, PERCENTAGE, CHI-SQUARE, AND CRAMER'S PHI OF PRESIDENT, BOARD, AND FACULTY . . . . .	224
F. FREQUENCY, PERCENTAGE, CHI-SQUARE, AND CRAMER'S PHI OF UNIVERSITIES, <u>SEKOLAH TINGGI</u> , AND ACADEMIES . . . . .	244
G. MAP OF INDONESIA . . . . .	264
BIBLIOGRAPHY . . . . .	266
VITA . . . . .	274

## LIST OF TABLES

1.	Summary of Role-Studies Regarding Area of Roles of Presidents . . . . .	33
2.	Summary of Dissertation Findings Related to Roles of Presidents of Colleges and Universities . . . . .	35
3.	Summary of Conflict Items among Presidents, Board Members, and Faculty Members . . . . .	57
4.	Category of the Ninety-three Items Based on Total Positive Responses . . . . .	121
5.	Summary of Conflict Items between Presidents and Board Members . . . . .	126
6.	Summary of Conflict Items between Presidents and Faculty Members . . . . .	130
7.	Summary of Conflict Items between Board Members and Faculty Members . . . . .	137
8.	Summary of Conflict Items among Universities, <u>Sekolah Tinggi</u> , and Academies . . . . .	146
9.	Summary of Conflict Items between the Three Groups and the Three Institutions . . . . .	150
10.	Summary of Conflict Items between Universities and <u>Sekolah Tinggi</u> . . . . .	152
11.	Summary of Conflict Items between Universities and Academies . . . . .	157
12.	Summary of Conflict Items between <u>Sekolah Tinggi</u> and Academies . . . . .	169
13.	Scale Values and Ranks for Ninety-three Items as Perceived by President, Board, and Faculty . . . . .	165
14.	Scale Values and Ranks for Ninety-three Items as Perceived by Universities, <u>Sekolah Tinggi</u> , and Academies . . . . .	168

15.	Personal Data Concerning Presidents Who Participated in the Subsidiary Study . . . . .	171
16.	Information Concerning Presidency of Presidents Responding to the Subsidiary Study . . . . .	173
17.	List of Private Institutions which Participated in Study . . . . .	221
18.	Frequency, Percentage, Chi-Square, and Cramer's Phi Coefficient of the Role Expectations of Presidents as Perceived by the Three Groups of Respondents . . .	224
19.	Frequency, Percentage, Chi-Square, and Cramer's Phi Coefficient of the Role Expectations of Presidents as Perceived by the Three Types of Institutions . . .	244

## ACKNOWLEDGEMENTS

First, and above all, I would like to give thanks to the heavenly Father for His love and providence during my four years of study at Andrews University. To Him be gratitude, praise, and glory.

In the writing of this dissertation I am indebted to many people and organizations for their help, contributions, and support. Without this support it would have been impossible for me to complete this dissertation. Although many may not be named specifically, I would especially like to express my sincere thanks and appreciation to:

Dr. Bernard M. Lall, chairperson of my doctoral dissertation committee, who has given his valuable time, expertise, and encouragement. His influence has provided me with a better and deeper understanding of the Christian way of life.

All the members of my doctoral dissertation committee: Dr. Virgil L. Bartlett, Dr. Douglas K. Brown, Dr. Edward A. Streeter, and Dr. Walter F. Browe. Out of their very busy schedule, they have been willing to share their time and expertise, and have assisted me to better understand how to conduct research studies.

Dr. Jerome D. Thayer, my professor in statistics and research has assisted me in the statistical analysis of this study. Roy Lukman and Gary Fogelquist, two of my best friends, have provided assistance in feeding the data into the computer and in running the computer programs.

Dr. Didi Atmadilaga, Coordinator of Private Higher Education in West Java, for his encouragement and support to conduct this study in the territory under his jurisdiction. Also to Tjetje Ruchjana for collecting the responses from some faculty members through the Office of Coordinator of Private Higher Education.

All the forty-six presidents of private institutions of higher education who participated in this study. Without their cooperation and support it would have been impossible to have administered the questionnaire to the board members and faculty members of their particular institutions.

Indonesia Union College (with its new name Adventist University of Indonesia), West Indonesia Union Mission, and the General Conference of Seventh-day Adventists, Far Eastern Division, which provided me a scholarship and other resources without which my doctoral study program and the writing of this dissertation would have been impossible.

My four children, Roy, Robin, Rosanna, and Rahel, for their support, patience, and full understanding while their father was so absorbed in this project.

My beloved wife Rainy, who has invested her dedication to the survival of our family, especially in the financing of a Christian education for our four children. Without a murmur she has chosen to lay aside her own education and work full time, giving full support and encouragement throughout my four years of study.

## CHAPTER I

### INTRODUCTION

On August 17, 1945, the Indonesian people proclaimed their independence to the world through two of their leaders, Soekarno and Hatta. The people had been under the rule of Dutch colonialism for more than three hundred years, followed by three and a half years under the Japanese military occupation during World War II.

Indonesia consists of more than 13,000 islands (only 6,200 of which are inhabited) and stretches for 3,200 miles along the equator between the Malay Peninsula and Australia (U.S. Dept. of Commerce, Bureau of the Census, May 1979, p. 1).

This study centers its interest in the Province of West Java, which is about one-third of the island of Java, the fifth largest island in the country.

#### Background of the Study

The role of a president of a higher educational institution is very important. Because of this importance, the president is the only employee of the institution directly hired or fired by the governing board (Kauffman, 1980, p. 1). All others, staff or faculty members, come to the attention of the board



through the recommendation of the president or other administrative officers.

Dealing with the importance of the role of a president, Stoke (1959) states:

He speaks for all higher education, for the faculty who certify the competence of students, for the trustees who have vested their authority in him, and for the society whose support, public or private, maintains the institution. . . . And the presidents are as important as they are conspicuous, because the institutions over which they preside are important, and because their responsibilities for those institutions are heavier than those of anyone else. (pp. 1-2)

The importance of the role of a president of a higher educational institution is supported by evidence that of the more than seven hundred significant books, monographs, and magazine articles which had been published between the years of 1900-1960 dealing with the work of the college or university president, almost half of them are concerned with the duties and responsibilities of the president. One-fourth of them deal with the selection and qualifications of the president, and almost one-fourth deal with personal factors (Eells & Hollis, 1961, inside front cover).

In 1940, prior to the proclamation of the independence of Indonesia, there were only five institutions of higher education in the country with a total enrollment of 1,693 students. In 1951, the number of institutions of higher education increased to seventeen with a total enrollment of 5,393 students. In 1960 there were eighty-three institutions with an enrollment of 44,807 students (Van der Kroef, 1957, p. 148; Thomas, 1963, p. 258). The very rapid growth which appeared after 1961 was a response to the

increasing demands for higher education and was also fostered by an enactment of the Law of Higher Education No. 22 (1961). In 1977 there were 444 institutions of higher education--109 state institutions and 335 private institutions--with a total enrollment of about 330,000 students (Aanenson, 1979, pp. 68-98; Gani, 1975, p. 221).

Among more than three hundred private institutions of higher education in Indonesia in 1980, fifty-four were operating in West Java with a total enrollment of 41,545 students. These institutions were divided into four categories: ten universities; one institute; ten sekolah tinggi (higher schools); and thirty-three academies (Laporan Kopertis Wilayah III Jawa Barat, 1978, pp. 2,3; 1981, p. 4).

In 1982, the one institute and one sekolah tinggi were advanced to university status. On the other hand, two academies--because of inadequate facilities--have been closed by the Coordinator of Private Higher Education (interview with Kopertis III, April 14, 1982).

Advancement of only one institute into university status makes the types of institutions introduced in this study three instead of four, and the closing of the two academies makes the number of institutions fifty-two instead of fifty-four.

#### Statement of the Problem

The concept of developing private institutions of higher education was relatively new in West Java. However, there has been rapid growth in the establishment of such institutions.

To this day there has been no systematic research conducted in Indonesia, particularly in West Java, concerning the role expectations of presidents of private institutions of higher education. Considering the importance of the president's role, the rapid increase in the number of higher educational institutions from year to year, and the absence of research studies in this area, there would seem to be an urgent need to conduct research in the area of role expectations of presidents of higher educational institutions in West Java.

#### Purpose of the Study

Since there has been no research conducted concerning the role expectations of presidents of private institutions of higher education in West Java, it was the purpose of this study:

1. To identify the role expectations of presidents of private institutions of higher education in West Java as perceived by presidents, board members, and faculty members.
2. To determine if there are significant differences in the perceptions among presidents, board members, and faculty members, between presidents and board members, between presidents and faculty members, and between board members and faculty members, regarding role expectations of presidents.
3. To determine if there are significant differences in the perceptions of the president's role among universities, sekolah tinggi, and academies, between universities and sekolah tinggi, between universities and academies, and between sekolah tinggi and academies.

### Hypotheses

Based on the considerations that (1) private institutions of higher education in West Java were established by various religious and non-religious bodies with different ideologies; (2) those institutions consist of universities, sekolah tinggi (higher schools), and academies of different sizes and organizational structures; and (3) presidents of those institutions come from various educational backgrounds and different fields of experience; the following research hypotheses were formulated:

1. There is significant difference in the role expectations of presidents as perceived by presidents, board members, and faculty members.

2. There is significant difference in the role expectations of presidents as perceived by presidents and board members.

3. There is significant difference in the role expectations of presidents as perceived by presidents and faculty members.

4. There is significant difference in the role expectations of presidents as perceived by board members and faculty members.

5. There is significant difference in the role expectations of presidents as perceived by presidents, board members, and faculty members of universities, sekolah tinggi, and those of academies.

6. There is significant difference in the role expectations of presidents as perceived by presidents, board members, and faculty members of universities and those of sekolah tinggi.

7. There is significant difference in the role expectations of presidents as perceived by presidents, board members, and faculty members of universities and those of academies.

8. There is significant difference in the role expectations of presidents as perceived by presidents, board members, and faculty members of sekolah tinggi and those of academies.

In order to find out whether there is consensus in the ranking of agreement among the three groups and among the three institutions, the following hypotheses were presented:

9. There is consensus in the ranking of agreement of all items ranked from the highest degree of agreement to the lowest among presidents, board members, and faculty members.

10. There is consensus in the ranking of agreement of all items ranked from the highest degree of agreement to the lowest among universities, sekolah tinggi, and academies.

#### Significance of the Study

Authorities and research workers who have written about the college presidency agree that the presidency is "a most varied and demanding responsibility" (Prator, 1963, p. 37), or "a position of great responsibility" (Brumbaugh, 1956, p. 11). A president works with many and for various groups of people: board of trustees, faculty, students, community, and the government. From these people he receives both praise and blame.

Each of these groups perceives the role of the president differently, and even though these various roles are not written, they have an important effect on the success or failure of the

president. Lack of understanding or differences of opinions may cause conflict. Although not all conflicts indicate that the president is ineffective, as chief executive he (or she) is responsible for avoiding or at least minimizing them. Continuous conflict deteriorates the success of an institution.

Presidents of private institutions of higher education in West Java are trying to fulfil many roles. They have to cope with many problems related to their jobs and responsibilities, and also have to consider the perceptions of many groups of people who are concerned about their roles. It was hoped that the results of this study would bring to special attention the many and varied roles of the administration, especially the presidency, of private institutions of higher education in West Java.

#### Definition of Terms

Terms used in this study are defined as follows:

Academy is an institution of higher education which offers a three-year degree program in administrative and technical skills.

Alter group is a group of related people who may legitimately define or give influence to the role of a position incumbent (or president). In this study, "alter group" and "reference group" are used interchangeably.

Board of Trustees is a corporate body which facilitates and controls the operation of private institutions of higher education. The term used in the Indonesian language is Dewan Pengurus Yayasan or Badan Hukum Pembina.

The term faculty refers to full-time teachers in higher education. Faculty of . . . , refers to a branch of learning in higher education.

Higher education is that formal education beyond secondary-school level.

An institute is a separate, independent institution of higher education which conducts instruction and research in some branches of study which belong to only one discipline.

Perception is judgment made by alter groups dealing with the roles of a position incumbent.

The president is the chief executive of an institution of higher education. In this study the term is used as a general term to identify the four chief executives of institutions of higher learning in West Java--rektor (rector) in both universities and institutes; dekan (deans) in sekolah tinggi (higher schools); and direktur (directors) for academies.

A private institution is one owned and operated by someone other than the government.

A role represents the dynamic aspect of status or position. When a position incumbent (or a president) is performing his/her right and responsibilities, he/she is performing expected roles.

Role conflict refers to the exposure of an incumbent to incompatible role expectations of presidents either among alter groups or between an alter group and president.

Role expectations are those roles of a position considered as "should be" by an incumbent (normative roles).

Sekolah Tinggi (higher school) is an institution of higher education which offers only one branch of a discipline or a specific field of study.

Status is a collection of rights and duties. In this study, "status" is used synonymously with "position."

University is an institution of higher education organized on the basis of wholeness and unity of several disciplines or branches of learning.

#### Delimitation of the Study

There were more than three hundred private institutions of higher education in Indonesia. Fifty-two of these were found in the administrative area of Coordinator of Private Higher Education, Territory III, West Java. This study was limited to those institutions in Territory III, West Java, consisting of universities, sekolah tinggi, and academies which fit the criteria indicated in chapter III.

Respondents asked to participate in this study were limited to the three alter groups: presidents, board members, and faculty members of private institutions which were selected under designed criteria.

Role expecations of presidents were limited to ten sections of administrative functions: the role in general administration, finance, academic programs, physical facilities, spiritual functions, board relations, faculty and staff relations, student relations, public and alumni relations, and government offices relations.



The study was designed to investigate perceptions of what presidents "should do." What presidents "actually do" was not included in this study.

This study was limited to private institutions of higher education in the administrative area of the Coordinator of Private Higher Education, Territory III, West Java. Although similarities with other territories might occur, it was the purpose of this study to draw inferences only to private institutions in this territory.

#### Organization of the Study

This study is organized into five chapters: Chapter I deals with the introduction, the background of the study, the statement of the problem, the purpose of the study, the hypotheses, the significance of the study, the definition of terms, the delimitations of the study, and the organization of the study.

Chapter II reviews the literature related to role studies, roles and functions of presidents, historical background of higher education in Indonesia, and the laws related to roles and functions of presidents of private institutions in Indonesia.

Chapter III presents the design of the study, the instruments used in the study, source of data, administration of the instruments, and analysis of data.

Chapter IV gives the results and the interpretation of the data.

Chapter V contains the summary, conclusions, and recommendations.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents an overview of literature related to role expectations of presidents. Role theory, role expectations, role conflicts, and functions of the president were reviewed. Since the existence and programs of private institutions of higher education were regulated by laws and decisions of the government, those sources which were related to the role of the president were also reviewed.

#### Role Theory

Role theory is relatively new. Although the concept of role was introduced even prior to 1900, there seem to be many different meanings that were used. Neiman and Highes (1951) write:

The concept role is at present still rather vague, nebulous, and non-definitive. Frequently in the literature, the concept is used without any attempt on the part of the writer to define or delimit the concept, the assumption being that both writer and reader will achieve an immediate compatible consensus. (p. 149)

Searching the root of word "role," Moreno (1960) describes an interesting historical use as follows:

"Role," originally a French word which penetrated into English, is derived from the Latin "rotula" (the little wheel, or round log, diminutive of rota wheel). In antiquity, it was used, originally, only to designate a round (wooden) roll on which sheets of parchment were fastened so as to smoothly roll

("wheel") them around it since otherwise the sheets would break or crumble. From this came the word for assemblage of such leaves into a scroll or book-like composite. This was used, subsequently, to mean any official volume of papers pertaining to law courts, as in France, or to government, as for instance in England: rolls of Parliament--the minutes of proceedings. Whereas in Greece and also in ancient Rome the parts in the theater were written on the above-mentioned "rolls" and read by the prompters to the actors (who tried to memorize their part), this fixation of the word appears to have been lost in the more illiterate periods of the early and middle centuries of the Dark Ages, for their public presentation of church plays by laymen. Only towards the sixteenth and seventeenth centuries, with the emergence of the modern stage, the parts of the theatrical characters are read from "roles" paper fascicles. Whence each scenic "part" becomes a role. (p. 80)

The technical use of role concept was started in the 1930s. Mead (1934) employs the concept of "role taking," "generalized others," the "self," the "I" and "me," and "audience." Two of his preoccupations were directly relevant to role theory, "the rise and function of socially reflexive behavior," and the "problem of intelligent social control" (see Biddle & Thomas, 1966, p. 6).

Moreno (1934) pioneers in the use of role playing in psychodrama and sociodrama and was the creative inspiration of sociometry. He distinguishes three categories of the role concept:

- (a) psychosomatic roles, as the sleeper, the eater, the walker;
- (b) psychodramatic roles, as a mother, a teacher, a Negro, a Christian, etc.; and
- (c) social roles, as the mother, the son, the daughter, the teacher, the Negro, the Christian, etc. (Biddle & Thomas, p. 6)

Linton (1936), an anthropologist, proposed distinction between status and role. "A status, as distinct from the individual who may occupy it, is simply a collection of rights and duties. . . . A role represents the dynamic aspect of a status . . . When he [an individual] puts the rights and duties which

constitute the status into effect, he is performing a role" (pp. 113-14). According to Linton, role and status are quite inseparable, and distinction between them is only of academic interest. There are no roles without status or status without roles.

In his later work Linton (1945) writes, "Role designates . . . the sum total of culture patterns associated with a particular status." It consists of ". . . attitudes, values, and behavior ascribed by society to any and all persons occupying the status" (p. 77). In this treatment, role is viewed as a dynamic aspect of status with reference not to actual behavior of an occupant of a position, but to behavioral standard an individual must engage in "to validate" incumbency of the status (p. 77).

Newcomb (1951) says that "the ways of behaving which are expected of any individual who occupies a certain position constitute the role . . . associated with that position" (p. 280). Another similar definition is given by Bennett and Tumin (1948), who write, "A role is what the society expects of an individual occupying a given status." This implies that any status is functionally defined by the role attached to it (p. 96).

A different definition is presented by Sargent (1951). He says, "A person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of demands and expectations of those in his group" (p. 360). In this sense, roles "have ingredients of cultural, or personal, and of situational determination. There is no role wholly cultural, wholly personal, or wholly situational" (p. 359).

A well-known sociologist, Parsons (1959) says that "role is that organized sector of an actor's orientation which constitutes and defines his participation in an interactive process. It involves a set of complementary expectations concerning his own actions and those of others with whom he interacts (p. 23). Parsons (1951) also defines role as "what the actor does in his relations with others, seen in the context of its functional significance for the social system" (p. 25). Getzels, Lipham, and Campbell (1968) define role "as the structural or normative elements defining the behavior expected of role incumbents or actors, that is their mutual rights and obligations" (p. 60).

The role of the president is shaped by his own personality and by the expectations of the group or groups in which the role is performed (Blocker, 1972, p. 254). Gross (1958, pp. 11-15) summarizes all definitions of role into four categories: .

1. Role as normative culture, what an actor "should do" who is occupying a position.
2. Role as an individual definition of his situation with reference to his and other's social position.
3. Role as the behavior of actors occupying social positions, not what actors "should do" but what actors "actually do."
4. Role as an interaction links role and behavior emphasizing the "self-other" context.

#### Role Expectation

In a social system, roles represent positions or statuses. Each role has to function in a certain way which is congruent to

the needs and expectations of other roles in order to move toward the achievement of its goals.

Role expectations consist of legitimate expectations of persons holding a particular status with respect to the behavior of other persons occupying other statuses in the same system (Linton, 1945).

Gross (1958) defines expectation as an evaluative standard applied to an incumbent of a position, concerned with how incumbents or actors "should" behave. The meaning of expectation is normative rather than predictive (pp. 58, 59). According to Gross the theoretical formulations concerned with role analysis must include these three elements: social locations, behavior, and expectations--which are common to most of the definitions of role. Regardless of their derivation, expectations are presumed to be an essential ingredient in any formula for predicting social behavior. But since expectations are varied depending on their identities, they are assigned to individuals on the basis of their locations or positions in the social system (p. 18).

Parsons (1959) says that the primary ingredient of the role is the role expectation. Role expectations are patterns of evaluation (p. 190). Getzels, Lipham, and Campbell (1968) explain expectation as one of the three components of the normative dimension of a social system: institution, role, and expectation. They define expectation as

. . . those rights and duties, privileges and obligations--in a word, those prescriptions--that delineate what a person "should" and "should not" do under various circumstances as

the incumbent of a particular role in a social system. When the role incumbent acts in accordance with these expectations, he is said to be performing his role. (p. 64)

Katz and Kahn (1966) say that the key to role theory is that activities which define a role are maintained by the expectations of other people who interact with the focal person and that those expectations are communicated or "sent" to the focal person. The "sent" role expectations may include demands with respect to specific acts and personal characteristics or styles including what the focal person should do and how he should relate to other incumbents. The focal person responds to those "sent role expectations" in terms of his perceptions. Incongruence of perceptions of the focal person and the expectations of "role senders" is one among the causes of role conflicts (p. 175).

#### Role Conflict

There is a situation in which one in a focal position perceives the same or highly similar expectations as are held for him/her by others. This situation is called "role congruency." On the other hand, there is also the situation where one in a focal position (or an incumbent) perceives that he or she is exposed to expectations which are incompatible. "Any situation in which an incumbent of a focal position perceives that he is confronted with incompatible expectations will be called 'role conflicts'" (Gross, 1958, p. 248).

Getzels and Guba (1954) give the following definition of role conflict: "Role conflict ensues whenever an actor is required

to fill two or more roles whose expectations are in some particular inconsistent" (p. 166).

Another similar definition is given by Kahn and Wolf (1964) who define role conflict as "two or more sent roles occurring simultaneously so that compliance with one makes compliance with others difficult or impossible" (p. 19).

Role conflict comes into existence when role behavior is determined not only by one person or one incumbent. Various groups of people as role definers or alter groups and also the incumbent of the position itself are involved in determining role behavior. People with different opinions and expectations make role conflict always exist. As Gross (1965) says, "Role conflict is apparently an inescapable aspect of educational administration" (quoted by Gorton, 1972; p. 329), or as what Gorton (1972) says that "role conflict seems to be an inherent aspect of administrator's job" (p. 329).

Kahn and Wolff (1964) introduce four different types of role conflict:

1. Intra-sender conflict, which is defined as "different proscriptions and prescriptions from a single role sender."
2. Inter-sender conflict, which is defined as "one sent role in contradiction with one or more role senders."
3. Inter-role conflict, which is defined as "role pressures associated with membership in one organization in conflict with pressure from his membership in another group or organization."



4. Person-role conflict, which is the conflict between needs and values of a focal person on one side and the demand of his role set on another side (p. 19).

Looking at the source of conflict, Gorton (1972) makes two simple distinctions: Role conflict which exists as a result of uncertainty within the individual or an administrator is called "intra-role conflict." If the conflict comes from other people, it is called "extra-role conflict."

Another writer who introduces four dimensions of role conflict is Melvin Seeman (1953). He distinguishes role conflicts as follows:

1. The status dimension is conflict between the success ideology on one hand and the equality on the other hand.
2. The authority dimension is conflict between the values of dependence and independence, or between under restriction and without restriction.
3. The institutional dimension is conflict between choices of universalist and particularist criteria of social actions.
4. The means-end dimension is conflict between getting things done (ends) and the process of achievement (means) (pp. 373-75).

Since role conflict seems to be an inherent aspect of the administrator's job (Gorton, 1972, p. 329), Gross, Mason, and McEachern (1958) introduce the best-known theoretical and empirical attack on the problem. They give four alternatives in resolving a role conflict:

1. Conform to the expectation of group A
2. Conform to the expectation of group B
3. Perform some compromise behavior which represents an attempt to conform in part to both sets of expectations
4. Attempt to avoid conforming to either set of expectations (p. 284)

According to this theory, choice undertaken by an administrator is determined by the interplay of three factors: (1) "the legitimacy," which is dealing with the source of his or her rights; (2) "the sanction," which is usually seen as negative sanction because of nonconformity to one set of the expectations; and (3) "the moral-expedient" orientation, which takes both legitimacy and sanction into account and behaves in accordance with the perceived "net balance" of the two dimensions (pp. 285, 293).

J. William Wenrich, president of Santa Anna College, Santa Anna, California, raised a question concerning conflict in administration of a president: "Can the president be all things to all people?" Based on his studies he concluded: "Clearly no one can fill all of those roles equally well, if at all." He continued: "Presidential success may hinge on the ability to recognize which role must be played at what time, and then to assess one's ability to play the particular role, or to get a substitute" (Wenrich, 1980, pp. 37, 39).

#### Roles and Functions of Presidents

There have been no research studies conducted in Indonesia concerning the role expectations of presidents of privilege

institutions of higher education. Neither does there seem to be any published book which specifically concerns itself with the presidency of institutions of higher education. One reason for this lack is that the very existence of institutions of higher education in Indonesia is relatively new.

The first institution of higher education in Indonesia, the College of Technology, was established in Bandung in 1920, during Dutch colonialism. Within twenty years only five institutions of higher education, with a total enrollment of 1,693 (Murray, 1963, p. 258) existed. Opportunity for higher education to grow and develop has existed since 1949 when the cease-fire between two conflicting nations was agreed upon and the Netherlands gave the recognition of sovereignty to the new independent nation.

Because of the lack of research studies and other written materials in Indonesia about the roles and functions of the presidents of institutions of higher education, this section was based on books, research studies, and articles which were published in the United States.

The relative importance of the duties and responsibilities of college and university presidents can be seen in the proportion of publications in this area. The U.S. Office of Education reported in "The College Presidency 1900-1960" (1961) that more than seven hundred significant books, monographs, and magazine articles have been produced from 1900 to 1960 dealing with the work of the college president. Almost half of these concerned the duties and responsibilities of the president.

The president during early times taught, especially the courses in ethics and moral philosophy. He was usually a minister, and as a minister, he preached to his students in chapel. He promoted his college by establishing effective relations with denominational leaders, patrons, and parents. In many ways, the early college president "was" the college (Kauffman, 1980, p. 5).

Stoke (1959) reveals that administrative experience during the early days was less important. He says: "His [the president's] qualification for handling chapel services or teaching moral philosophy or for setting an example of personal dignity and deportment for the young, were far more important than administrative experience" (p. 2).

Today it is often not the lack of teaching competence which keeps a president from the classroom; it is simply that his other duties are so great that he cannot take time to instruct classes" (Prator, 1963, p. 7).

#### Essential Functions of Executives

Chester I. Barnard (1938), former president of New Jersey Bell Telephone Company, describes the essential functions of an executive as: (1) to provide the system of communication, (2) to promote the securing of essential efforts, and (3) to formulate and define purposes (p. 217).

Katz (1955) defines an administrator as the one who (1) directs the activities of other persons, and (2) undertakes the responsibility for achieving certain objectives through

these efforts. Success of an administrator rests on three basic skills: (1) "technical skill," working with things, (2) "human skill," working with people, (3) "conceptual skill," working with a concept which is abstract (pp. 33-34).

Stoke (1959), former president of Queens College, New York City, observing the qualifications of the college president, says, "The factor of educational distinction has declined while factor of personality, management skills, and successful experience in business and administration became important." In other words, the president as a man of learning has given way to the man of management (p. 15). Concerning the academic leadership of the president, he continued: "The faculty must look to the president to do three things": (1) to state the end which the college and the faculty are trying to serve and to set the tone of the enterprise; (2) to provide the means which will enable the faculty to do its work well; and (3) to maintain the necessity of academic freedom (pp. 106-7).

Corson (1960) provides a schematic analysis of the presidential role in university government. According to him, six areas of roles in order of importance are as follows: finance, physical facilities, public and alumni relations, student affairs, educational programs, and faculty selection. Educational programs fall as the least important with faculty selection; finance takes place as the most important (pp. 63, 70-71).

In the smaller liberal arts college, Mayhew (1962) describes the roles of president as: (1) to delegate responsibility and authority to work toward institutional goals, (2) to

provide leadership to his faculty and to his administrative assistants, and (3) to raise funds (p. 93).

Harold W. Dodds (1962), former president of Princeton University, argued that the president should be an "educator" rather than a "caretaker" and that he should spend much of his time on educational matters. He says,

We cannot conceive that the president as number one in the organization can delegate the primary role of the university and devoting himself chiefly to secondary activities: business management, public relations, and fund raising. The president must preserve his educational leadership. (p. 2)

Benezet (1962) divides the essential functions of the president into three parts: organizing and advancing, operating, and preserving. There must be a proportion of time provided for each of the three parts. Some presidents may be better in one than another, but sooner or later there is no successful president without mastery in all the three (p. 103).

After considering various research studies and definitions of the office of the presidents, Praptor (1963) comes to his conclusion and says, "In whatever arrangement or classification the responsibilities the college president are reported, they emphasize the fact that his job is one of human relations" (p. 37).

Clark Kerr, former president of University of California, in his 1963 Godkin Lectures at Harvard described the difficulty of the roles of the president as follows:

The university president . . . is expected to be a friend of students, a colleague of faculty, a good fellow with alumni, a sound administrator with the trustees, a good speaker with the public, an astute bargainer with the foundations and the federal agencies, a politician with the state legislature, a

persuasive diplomat with donors, a champion of education generally, a supporter of a profession, a good husband and father. . . . No one can be all of these things. (quoted by Hesburg, 1973, p. 43).

Blackwell (1966) divides the administrative functions of the president into four main areas: academic, student/personnel services, business, and public relations (pp. 14-15).

Damerath, Stephens, and Taylor (1967) distinguish two categories in the job of the president. The first is "the job inside," with the functions as "money man," "academic manager," and "father figure." Second, "the job outside," with the functions as "public relation man" and as "educator." Actually, there is no clear-cut separation between these two categories (pp. 69, 97).

The functions of a college president and those of any other top executive are similar: (1) to raise money, (2) to balance the budget, (3) to participate in setting the institutional goals, (4) to work with the faculty to create an environment that encourages learning for both faculty and students, and (5) to recruit and maintain a high quality faculty. The difference with the educational institutions is that the emphasis must be given to the professional task: allocating and applying resources effectively to accomplish educational goals (Simon, 1967, pp. 69-70).

Walberg (1969) conducted a survey of 180 presidents concerning the proportion of time they spent to carry out their duties. The results were:

- |                                      |            |
|--------------------------------------|------------|
| 1. Administrative activities         | 36 percent |
| 2. External affairs and fund raising | 31 percent |

3. Collegial matters with students and faculty	23 percent
4. Individual work (p. 197)	10 percent

From his findings, Walberg gives further comments:

. . . contrary to the principle of Harold W. Dodds, former president of Princeton, that the president must spend half of his time on clearly educational matters, he actually spends less than a quarter of his time on these activities according to his own reports and less than a fifth according to the reports of his secretary. (p. 199)

Most of the 180 presidents considered their major success to be in the area of organizational development of the institution. Only two of the presidents mentioned development of the educational program as their initial success (see Cohen & March, 1974, pp. 48-49).

Another finding on the proportion of time spent by the president in five role areas is presented by Morris (1970):

Financial matters	40 percent
Public and alumni relations	20 percent
Physical facilities	12 percent
General administration	10 percent
Educational matters	18 percent

According to Morris, the role of the president varies with the size, type, and objective of an institution, the personality background of the president, and the kind of problems facing the institution. The larger the institution, the less time is spent on academic matters (pp. 3-37).

A rather detailed description of the role a president



should perform was given by Priest (1970).

1. Acts as executive officer of the board, charged with implementing its policies and regulations;
2. Makes recommendations to the board for the appointment of all administrative and faculty personnel;
3. Is responsible for a continual review of college personnel needs and recommends additions and changes in personnel, works with deans in recruitment and selection of new faculty members;
4. Prepares and submits an annual budget to the board and makes recommendations to the board for budget changes;
5. Makes recommendations to the board for additions and revisions in curriculum, community services, and other programs;
6. Reviews the educational program on a continuing basis and recommends changes which will improve the quality and scope of services offered by the district;
7. In cooperation with the board and staff, represents the district to the community by interpreting the college to public, to parents, to the press, and to various community organizations;
8. Lends influence toward the development of local, state, and national policies concerning education;
9. Is responsible for the formulation of all reports required by local, state, and federal agencies;
10. Serves as secretary to the board of trustees;
11. Provides the board of trustees with a flow of information regarding the district and its needs;
12. Performs such other duties as the board of trustees may assign. (pp. 207-21)

Auburn (1971), comparing the past and the present nature of presidency, says that the nature of the presidency has changed dramatically from the 1950s to the 1970s. In the 1950s the college president had to be an "educator"; during the 1960s he had to be a

"builder"; and in the 1970s he had to be a "crisis manager." But first and foremost, the president must get along with the governing board members (p. 147).

Blocker (1972) describes the role of the president as not only having superior intellectual ability and mastery of communication skills, but also being flexible and receptive to the opinion of others. He listed the following nine roles and responsibilities:

1. To establish an institutional philosophy and clearly defined objectives
2. To establish an organizational environment
3. To insist on participation of all groups in decision making
4. To serve as mediator of the conflicting demands of individuals and groups
5. To make provision for appeal of decision to others beyond the president
6. To interpret institutional purposes and functions to external constituencies
7. To evaluate personnel and programs based on carefully defined criteria
8. To translate theories of management into administrative structures and processes which facilitate them
9. To be a teacher of trustees, other professionals, students, and community at large (pp. 255-56).

In an attempt to find what is the most confronting problem

in a college or university presidency, Buxton and Sintex (1972) found in their study that it was the financial problem (p. 104).

Cohen and March (1974) describe eight metaphores of presidential leadership: (1) competitive market (entrepreneur); (2) administration (manager); (3) collective bargaining (mediator); (4) democracy (politician); (5) consensus (chairman); (6) anarchy (catalyst); (7) independent judiciary (judge); and (8) plebiscitary autocracy (philosopher king). The success of a president is heavily based on his interaction with people. Three main roles of a successful president are:

1. As administrator (dealing with hierarchical subordinates)
2. As political leader (dealing with constituency)
3. As entrepreneur (dealing with bankers, customers, and suppliers) (pp. 38-39, 130).

O'Connell (1975) conducted a research study and found that there are five roles of the college or university president: leader, manager, energizer, envoy, and intellectual.

Kim (1975) conducted a role study of presidents of Seventh-day Adventist colleges. In his summary of a review of related literature from 1960-1974, he found that the roles of college or university presidents were varied. From the nine role expectations of presidents in studies which compared presidents and reference groups, six reported conflicts. Two areas stressed the most were academic and finance roles (pp. 30-36).

Over a period of time, the changing role of the president

sometimes brings trouble. Looking at the perilous time of the presidency in the 1970s, Clark Kerr says that the people who were hired to build in the 1950s and in the early 1960s are kind of outdated and the people who were hired late in the 1960s and early in the 1970s to handle students and public relations emergencies are also outdated. The talents needed now are financial talents, the ability to cut and trim (cited in Semas, 1975, p. 4).

Glen Olds, president of Kent State University, observed that the academic president "has to be academically competent so that he will enjoy the support of the faculty, he must be administratively competent so that he can perform feats of fiscal dexterity, able to deal with students, of impeccable integrity, and fearlessly open" (cited in Semas, p. 4).

Joseph F. Kauffman, realizing the changes in the role of the president, says, "Presidents have been sought in the last five years not so much for their vision of education as for their coping abilities" (cited in Semas, p. 4).

The campus reform movement in the 1960s helped to develop a more realistic concept of the role of college or university presidents by stressing the limitations of presidential power and establishing faculty and students' rights (Burke, 1977, p. 389). It means that the president from the top of power supremacy has been pushed down to the middle.

A series of articles have been written in Community and Junior College Journal, April 1978, concerning the roles of the president. These articles put the president at the center of many

groups that he has to serve. He is identified as "the man in the middle." As the man in the middle he must be able to perform many roles: manipulator, mentor, marketer, money manager, manager, and politician (pp. 6-36). Hesburg (1979), president of Notre Dame University, says that the president is "a man in the middle." Failure to recognize that he cannot please all his constituency at the same time is the basic cause of most presidential failure. The presidency of a college or a university can be a great vocation--exciting, demanding, surprising, and, at times, very satisfying and occasionally great fun. But it is also very hard work--tiresome, exhausting, repetitive, and often exasperating (p. 43).

Duea (1981) conducted a study of how more than 280 presidents of private institutions rate their administrative tasks in three dimensions: time consumed, task importance, and stress potential. The results from private institutions of higher education were as follows:

<u>Dimensions</u>	<u>Rank</u>	<u>Tasks</u>
Time consumed	1	Alumni affairs and fund raising
	2	Planning and administering budget
	3	Program development and improvement
Task importance	1	General administration and others
	2	Alumni affairs and fund raising
	3	Governing board relations
Stress potential	1	Planning and administering budget/ personal task
	2	idem
	3	Alumni affairs and fund raising (p. 650)

Wenrich (1980) divides the presidential role into three distinct components: (1) executive officer to the governing board of trustees; (2) presiding officer of the faculty; (3) chief administrator of the support-services bureaucracy (p. 38).

From the review of literature, studies related to the role and functions of the presidents find that the roles of the president are many and varied. The roles differ from one author to another, from one time to another. As Kauffman (1980) says: "One difficulty in trying to discuss the college or university presidency is the widely varying conceptions of the role portrayed in different times and places. . . . Each person brings an image, a memory, an expectation to this subject" (p. 4).

Or as Hudgkinson (1970) says, "It may be due to the person at the head, but also to the history" (p. 159). "Presidential success may hinge on the ability to recognize which role must be played at what time, and then to assess one's ability to play the particular role or to get a substitute" (Wenrich, 1980, p. 39).

#### The Changing Roles of College and University Presidents

According to Thwing (1900), the American college has developed three types of college presidents. The earliest was the clerical, the second the scholastic, and the third was, and is, the executive type (p. 49).

The clerical type grew out of the fact that American college was a product or a function of the church. As colleges ceased to be primarily ecclesiastical and became more educational institutions,

the prevalence of the clerical type began to decline, and scholars rather than clergymen were considered as more fitted to manage the educational works.

Later, enlargement of colleges and the big number of enrollment required the third type--the executive--to be presidents. Executives, or administrators were considered to be more able to do a more specific work.

Among the very important roles of a president is financial ability. As financier of a college, the first job should be to get funds for the institution, to invest the funds, and then to use the funds. A successful president is the president who is able to get funds largely, to invest the funds safely, and to spend the funds wisely (Thwing, p. 53).

Several research studies indicated that the role of college and university presidents is primarily financial matters (Corson, 1960; Duea, 1981; Morris, 1970; Simon, 1967). (See tables 1 and 2.)

Stoke (1959) has suggested that the president as Man of Learning has given way to the Man of Management (p. 15).

Clark Kerr, former president of the University of California, suggests that there has been "a shift in the skill needed" in the presidency. "The people who were hired to build in the '50s and '60s, are kind of out of date, and so are the people who were hired in the late '60s and early '70s to handle students and public relations emergencies. The talents needed now are financial talents, the ability to cut and trim" (quoted by Buxton, et al., 1976, p. 79).

TABLE 1

SUMMARY OF ROLE-STUDIES REGARDING  
AREA OF ROLES OF PRESIDENTS

Author of Study	Year	Area of Roles
Stoke, Harold W.	1959	To state the ends (goals), to provide means, and to maintain academic freedom
Corson, John J.	1960	Finance, physical facilities, public and alumni relations, student affairs, educational programs, faculty selection
Eells, Crosby W. & Hollis, Ernest V.	1961	General responsibilities, responsibilities to board of control, to business officers, to librarians, to faculty, to students, to alumni, and to general public
Benezet, Louis T.	1962	Organizing and advancing, operating, and preserving
Prator, Ralph	1963	Human relations to board of control, to faculty, to public, and to students
Kerr, Clark	1963	18 roles
Blackwell, Thomas E.	1966	Academic affairs, student services, business, public relations
Damerath, Nicholas J.	1967	Job inside as: money man, academic manager, father figure. Job outside as: public relations, educator
Simon, Herbert A.	1967	To raise money, to balance budget, to participate in setting the goals, to work with faculty, to recruit faculty
Walberg, Herbert J.	1969	Administrative activities, external affairs & fund raising, collegial matters with students and faculty, individual work



Table 1--Continued

Author of Study	Year	Area of Roles
Morries, James A.	1970	Financial matters, public and alumni relations, physical facilities, general administration, educational matters
Priest, Bill J.	1970	12 roles
Auburn, Norman P.	1971	Board relations, crisis manager, builder, educator
Blocker, Clyde E.	1972	9 roles
Cohen, M.D. & March J. G.	1974	Entrepreneur, manager, mediator, politician, chairman, catalyst, judge, philosopher king
O'Connell, Thomas E.	1975	Leader, manager, energiser, envoy, intellectual
Kim, Chong Wha	1975	Administration, board relations, faculty relations, finance, physical facilities, student services, public & alumni relations, spiritual functions
Wenrich, J. William	1980	Executive officer to governing board, presiding officer to faculty, chief administrator to bureaucracy
Duea, Jerry	1981	Alumni affairs and fund raising, planning and administering the budget, personnel tasks, governing board relations, program development and improvements, student affairs, other

TABLE 2

SUMMARY OF DISSERTATIONS FINDINGS RELATED TO ROLES  
OF PRESIDENTS OF COLLEGES AND UNIVERSITIES

Name of Researcher	Year	Respondents	Findings
Nelson, Laurence O.	1960	Presidents, board	Convergence in 80 items divergence in 40 items
Kraby, James M.	1972	Board, chancellors, presidents, deans, faculty, students	Significant differences on 31 out of 36 items
Trimble, Jerry Max	1973	Presidents, board, faculty, students	Presidents' functions primarily in managerial and supporting roles
Zigarmi, Andrea	1974		As monitor, disseminator, spokesman, negotiator, disturbance handler, liaison, figurehead
Oliver, Arnold R.	1975	Board, presidents, acad. vice presidents	General agreement and considerable disagreement among respondents
Scott, Thomas	1975	Presidents, board, administrators, faculty, stud.	Significant items by groups, by enrollment, by type of colleges
Kim, Chong Wha	1975	Presidents, board, faculty	Greater number of conflict between faculty and board
Elbert, Arthur J.	1976	Administrators, faculty, stud.	Significant means for 56 items out of 148
Clark, Lita Allen	1979	Administrators	Significant conflicts
Tavallali, Rahmat O.	1981	Presidents	Raising funds, balancing budget, public relations, monitoring, student affairs, supporting faculty

Auburn, former president of the University of Akron, says, that the nature of the presidency has changed dramatically during his two decades in office. During the 1950s the college president had to be an educator; during the 1960s he had to be a builder; and in the 1970s he must be a crisis manager (1971, p. 147).

Joseph Kauffman, former president of Rhode Island College, says that presidents have been sought in the last five years not so much for their vision of education as for their coping abilities (quoted by Semas, 1975, p. 80).

From their systematic study in organizational administration, Getzels, Lippman, and Campbell (1968) identify three major points of view in the development of administrative theory: (1) managerial emphasis, (2) human relations emphasis, and (3) a social science emphasis (p. 23). The earliest point of view was the "scientific management" developed by Frederick W. Taylor, and then followed by Frenchmen H. Fayol and Luther Gullick. The second is the human relations point of view, introduced by Mary Parker Follet, followed by Elton Mayo, F. J. Roethlisberger, and William J. Dickson. The third point of view--a social science emphasis--was at first based on the famous book written by Chester Barnard, "The Functions of the Executive" in 1938 (see Getzels et al., pp. 39-43).

#### Laws Related to Roles and Functions of Presidents of Private Institutions in Indonesia

There are certain laws, regulations, and decisions of the government concerning the existence, basic philosophy, programs, and status of private institutions of higher education of Indonesia

that must be followed in order to be allowed to exist. However, private institutions are less controlled than state institutions since private institutions are funded and operated by private corporate bodies.

The government's Law Number 4 (1950) concerning foundations of education and instruction in schools describes the aims and basis of education. Article 3 of that law says: "The aims of education and instruction are the formation of capable persons with high moral character, democratic citizens with a sense of responsibility for the welfare of the society and the country." Article 4 says: "Education and instruction shall be based on the principles of Pancasila (the five basic principles), the constitution of 1945, and the national culture."

The basic philosophy of education is Pancasila (the five basic principles) which is congruent with the basic philosophy of the constitution of 1945 as well as the state. It consists of five inseparable and mutually qualifying principles: (1) belief in the One Supreme God; (2) just and civilized humanity, or internationalism; (3) unity of Indonesia, or nationalism; (4) democracy; and (5) social justice, or prosperity of the people (Embassy of Indonesia, 1970, p. 14).

The constitution of the Republic of Indonesia enacted in 1945 also makes provision for education. Article 32 of the constitution says: "The government shall establish and implement a national system of education which shall be regulated by law."

In 1961 the government had successfully formulated and

then passed the Law of Higher Education, Number 22 (1961). This law describes the aims, philosophy, functions, and administration of higher education for state as well as for private higher educational institutions. Article 2 of the same law describes the general aims of higher education as follows:

1. Developing morale of individuals who are imbued with the spirit of Pancasila (the five basic principles) and dedicated to producing an Indonesian socialist society that is just and prosperous, both spiritually and materially
2. Preparing personnel who are skilled in performing those functions that require higher education
3. Conducting research and promoting progress in science, culture, and social interaction

Based on the Law of Higher Education, Number 22 (1961), the government officially adopted in 1962 the Tri Dharma Perguruan Tinggi (the three functions of higher education) as the "trilogy mission" (Gani, p. 136). The three functions are: instruction, research, and public services. Transmission of knowledge is the mission of "instruction"; the acquisition of knowledge is the mission of "research"; and application of knowledge is the mission of "public service." This tri dharma has been replacing the old "dual mission" of higher education in Indonesia which consisted only of instruction and research (Gani, pp. 8-9, 136).

The importance of Pancasila as the basic philosophy of higher education is also found in Article 23 of the Law of Higher Education regarding the establishment of private institutions of

higher education. Prior to the approval given by the government, it is required that the founders of private institutions make a declaration that the institution is truly found on Pancasila.

The four types and organizations of higher educational institutions are regulated in Articles 6 to 8 of the Law of Higher Education, Number 22 (1961). They are:

1. Universitas (universities). A university may be established as a collection of all realms of knowledge, or at least of four varieties of faculties (colleges)

2. Institut (institutes). An institute offers higher education and instruction as well as research opportunities in a combination of related academic disciplines

3. Sekolah Tinggi (higher schools). A sekolah tinggi offers higher education and instruction as well as research opportunities in a single branch of knowledge. Actually, a sekolah tinggi is the same with a faculty of a discipline in a separate administration.

4. Akademi (academies). An academy offers education and instruction focusing on a particular professional specialization or skill.

Chief administrators of these types of institutions use three different titles: rektor (rector, or president) is used for the chief administrator of universities and institutes; dekan (dean) is used for the chief administrator of sekolah tinggi (higher school); and direktur (director) is used for the chief administrator of akademi (academies) (Atmadilaga, 1977, pp. 57-59).

There is only one accrediting body of academic programs of higher education in Indonesia, which is the Ministry of Education and Culture. Article 25 of the Law of Higher Education, Number 22 (1961), specifies three ranks of accreditation that may be given to private institutions of higher education:

1. Terdaftar (registered). "Registered" is the lowest rank of accreditation. A private institution which has fulfilled the obligation for existence is specified as a "registered" institution. Students from "registered" institutions are entitled to take state examinations.

2. Diakui (recognized). Institutions of the "recognized" rank are eligible to administer their own examinations with close supervision of the Ministry of Education and Culture or its representatives. Diplomas and degrees conferred by these institutions are recognized as equal to diplomas and degrees conferred by state institutions.

3. Disamakan (equalized). Institutions in the "equalized" rank are recognized as equal to state institutions. Institutions of this rank administer their own examinations and confer degrees and diplomas with minimum intervention of the government. Both degrees and diplomas conferred by institutions of this rank are equal to the degrees and diplomas conferred by state institutions.

Promotion of accreditation status from terdaftar (registered) to diakui (recognized) and from diakui to disamakan (equalized) is based on certain criteria specified in the Decision of Director General of Higher Education, Number 164 (1967). One of

the requirements is that the concerned institution has sent its students to take state examinations on the Sarjana Muda (bachelor's level) or the Sarjana (master's level) and accomplished good results for at least three consecutive years for "registered" status, and two consecutive years for "recognized" status (Article 8, Decision of Director General of Higher Education, No. 164 (1967)).

The Coordinator of Private Institutions of Higher Education Territory III, is responsible to assist the Minister of Educational and Culture in all matters regarding private institutions of higher education in West Java.

#### Summary

Definitions of "role" vary, but roles can exist only in a social system. In this study, role has been defined as a dynamic aspect of a status or position, and role expectation as a normative role. Role conflict is defined as disagreement in role expectations among or between alter groups.

Roles of a president are very important, but they are many and varied. These roles change from one time to another and from one institution to another. Presidents of large institutions have roles different from presidents of small institutions.

Roles are also determined by the people who have much concern about the presidency: that is, presidents and alter groups. People with different backgrounds have different perceptions. These are evident in various roles presented by various authors in this chapter.



The Indonesian government exerts a strong influence on the roles of the president. Through its laws and decisions, the government determines the basic philosophy, aims, and functions of private institutions of higher education (see p. 36).

### CHAPTER III

#### DESIGN OF THE STUDY

This research study used a comparative-survey type of approach with questionnaire-type instruments that had four main purposes: (1) to identify the role expectations of presidents of private institutions of higher education in West Java, as perceived by presidents, board members, and faculty members; (2) to discover whether there are significant differences among perceptions of presidents, board members, and faculty members, between presidents and board members, between presidents and faculty members, and between board members and faculty members, regarding role expectations of presidents; (3) to find out whether there are significant differences among perceptions of the presidents, board members, and faculty members of universities, sekolah tinggi, and academies, between those of universities and sekolah tinggi, between those of universities and academies, and between those of sekolah tinggi and academies regarding role expectations of presidents; and (4) to find out if there is significant consensus in rankings of agreement among presidents, board members, and faculty members, and also among presidents, board members, and faculty members of universities, sekolah tinggi, and academies regarding role expectations of presidents.

This chapter describes (1) the population of the study, (2) the instruments used, (3) the administration of the instruments, and (4) the analysis of the data.

### Population of the Study

The population for this study consisted of all the presidents, active board members, and full-time faculty members of private institutions of higher education in West Java during the 1981-1982 academic year.

The list of private institutions of higher education in West Java issued by the Koordinator Perguruan Tinggi Swasta Wilayah III Jawa Barat (Daftar Perguruan Tinggi Swasta, 1981) indicated that there were fifty-four private institutions of higher education established in West Java in 1981. In 1982 two of these institutions--Akademi Bahasa Asing Bogor and Akademi Pariwisata Bina Dharma Bandung--were closed by the Coordinator of Private Higher Education Territory III, West Java, because of inadequate facilities. Among the remaining fifty-two institutions there was one academy--Akademi Perawatan Gigi Dr. Mustopo--which was ready to be closed by its board because of its small enrollment (Interview, Akademi Mustopo, May 5, 1982).

The number of institutions which participated in this study was forty-six: eleven universities, seven sekolah tinggi, and twenty-eight academies (see List of Private Institutions of Higher Education which Participated in the Study, Appendix D, page 223).

One university--Universitas Katholik Parahyangan--refused to participate in the study. Two sekolah tinggi--Sekolah Tinggi

Hukum Purnawarman Purwakarta and Sekolah Tinggi Hukum Suryakencana Cianjur--and one academy--Akademi Ilmu Administrasi Maulana Yusuf Serang--failed to cooperate with the program. Akademi Ilmu Keuangan Pasundan Bandung, which was under one board of trustees and one administration with Universitas Pasundan Bandung, was counted as one institution.

The following criteria were developed in order to qualify an institution to participate in this study:

1. The institution must have been accredited by the government with one of the following statuses: registered, recognized, or equalized.
2. The institution must have been in existence for at least two consecutive years prior to 1982.
3. The institution must have had at least one full-time faculty member. Part-time faculty members were not included in this study.

All presidents, board members, and faculty members of the institutions fulfilling these criteria at the time of data collection were included in the study.

#### The Instruments

Two questionnaires were used in this study. The first, or primary questionnaire, was distributed to all three groups of respondents: presidents, board members, and faculty members. The second, a subsidiary questionnaire, was sent only to the presidents of private institutions of higher education who participated in the study.

A preliminary form of the first--or the primary questionnaire--was developed by the writer after the instruments prepared for similar studies had been carefully reviewed (Clark, 1979; Elbert, 1976; Kim, 1975; Kraby, 1972; Oliver, 1975, Scott, 1975; Tavallali, 1981; Trimble, 1973), and books and articles related to the roles and functions of presidents of institutions of higher education had been studied. The writer selected the ideas of questions which would be applicable to private institutions of higher education in West Java by considering that those institutions were relatively recently established, the sizes were relatively small, and that the government has an influence and control up to a certain extent over the philosophy, objectives, and programs of these institutions.

The first preliminary questionnaire developed by the writer consisted of 110 questions grouped into ten sections. Sections 1-9 were to be found in similar studies that had been reviewed, while section 10--related to the role in government offices relations--was initiated by the writer. These ten sections were: (1) role in general administration, (2) role in finance, (3) role in academic programs, (4) role in physical facilities, (5) role in spiritual functions, (6) role in board relations, (7) role in faculty and staff relations, (8) role in student relations, (9) role in public and alumni relations, and (10) role in government offices relations.

After discussing the preliminary questionnaire with three professors of Andrews University, revisions were made by the writer by condensing the 110 questions into ninety-three questions

which were grouped into the ten same sections.

Responses to the ninety-three questions were made on a five-point scale as follows:

1 = Strongly Disagree (SD)

2 = Disagree (D)

3 = Neutral (N)

4 = Agree (A)

5 = Strongly Agree (SA)

The second, or subsidiary questionnaire, consisted of sixteen questions grouped into two sections. This questionnaire was intended to obtain personal data from the presidents and to solicit their opinions regarding some aspects of administration related to their roles. This questionnaire served only for demographic purposes.

The two questionnaires were administered in the Indonesian language. Before they were administered, the two preliminary questionnaires had been translated by the writer into the Indonesian language. Then, for the clarification of each question and the translation, the preliminary questionnaires were administered to a group of seven Indonesian graduate students of Andrews University on March 6, 1982. The students were asked to read all the questions and the translations and then to give their comments as to the clarity of each question. Based on the comments of these students, revisions were made in the wording of the questions.

In order to validate the preliminary of the primary questionnaire, the writer sent the questionnaire to a group of fifteen

people consisting of three former presidents, four former board members, and eight former faculty members of private institutions of higher education in Indonesia, who were studying or residing in the United States. The same preliminary questionnaire was also sent to a group of ten people in West Java representing presidents, board members, and faculty members of universities, sekolah tinggi, and academies. One among the ten was from the Office of the Coordinator of Private Higher Education in Bandung, West Java. These individuals were asked to indicate (1) whether each question was relevant or not, (2) whether each question was clearly understood for valid response, and (3) whether additional items and comments should be included.

Based on their responses, the final questionnaire which, actually, is almost the same as the preliminary questionnaire, was developed.

#### Administration of the Instrument

The final forms of the questionnaire, both the primary and the subsidiary, were written in the Indonesian language. Immediately after the questionnaire was validated, the writer went to West Java, Indonesia, to administer the questionnaire and collect the data.

With letters of recommendation from the Graduate Dean's Office of Andrews University, Berrien Springs, Michigan, from the chairman of the writer's doctoral dissertation committee, and from the Coordinator of Private Higher Education for West Java in Bandung, the writer visited the presidents of each private insti-

tution of higher education in West Java. The purpose of the first visit was to introduce the research study, obtain a list of the active board members and faculty members, and to ask participation and support of the president for the study.

Each of the presidents were asked to respond to the questionnaire addressed to them, and then to distribute and collect returned questionnaires from the active board members and full-time faculty members of his/her institution. In case a president was unavailable in his/her office during the first visit, the vice-president was asked to coordinate the administration of the questionnaire in his/her institution.

Returned questionnaires were collected by the writer from the presidents or vice-presidents on the second and third visits. In some instances, fourth visits were needed.

Out of 638 primary questionnaires distributed to respondents, 521 of them were returned, of which 510, or 79.94 percent were usable. Questionnaires distributed and returned from the three groups of respondents were divided as follows:

<u>Respondent</u>	<u>Questionnaires distributed</u>	<u>Questionnaires returned</u>	<u>Percentage</u>
Presidents	46	46	100.00
Board members	135	96	71.11
Faculty members	<u>457</u>	<u>368</u>	<u>80.53</u>
Total	636	510	79.94

Questionnaires distributed and returned from respondents representing the three types of institutions were as follows:



<u>Institution</u>	<u>Questionnaires distributed</u>	<u>Questionnaires returned</u>	<u>Percentage</u>
Universities	278	219	78.78
<u>Sekolah tinggi</u>	84	63	75.00
Academies	<u>276</u>	<u>228</u>	<u>82.61</u>
Total	638	510	79.94

The length of time spent by the writer to administer the questionnaire and collect the data was six weeks. After the six weeks, all returned questionnaires were brought to Andrews University, Berrien Springs, Michigan, for computation and analysis.

#### Analysis of Data

The data obtained from the returned questionnaires were analyzed at the Computing Center of Andrews University, using the SPSS program of chi-square. By using the SPSS program of chi-square, the writer obtained frequencies, percentages, chi-square coefficients, and Cramer's phi-coefficients, which were very useful in the analization and interpretation of the data.

CATSCALE computer program, designed by W. G. A. Fitcher, Professor of Education at Andrews University, was also used to determine the scale value of each item for each group of respondents and for each type of institution (see Torgerson, 1958, pp. 205-46). These values made it possible to prepare rankings of agreement for each group of respondents: presidents, board members, and faculty members; and for each institution: universities, sekolah tinggi, and academies.

In order to determine whether there was consensus in rankings of agreement among the three groups of respondents and among respondents of the three types of institutions, Kendall's Coefficient of Concordance  $W$  was used, since this analysis is the only one applicable to more than two sets of ranks (Ferguson, 1976, p. 373; Daniel, 1978, pp. 326-27). Large value of  $W$  which is close to one leads us to reject the null hypothesis of no association, while small value of  $W$  which is close to zero indicates poor agreement among the sets of ranks (Daniel, p. 329).

The ten research hypotheses stated on page 5 must be changed into null forms in order to be able to apply statistical tests to determine differences and consensus. The ten hypotheses in null form appear as follows:

1. There is no significant difference in the role expectations of presidents as perceived by presidents, board members, and faculty members.
2. There is no significant difference in the role expectations of presidents as perceived by presidents and board members.
3. There is no significant difference in the role expectations of presidents as perceived by presidents and faculty members.
4. There is no significant difference in the role expectations of presidents as perceived by board members and faculty members.
5. There is no significant difference in the role expectations of presidents as perceived by respondents of universities, sekolah tinggi, and academies.

6. There is no significant difference in the role expectations of presidents as perceived by respondents of universities and sekolah tinggi.

7. There is no significant difference in the role expectations of presidents as perceived by universities and academies.

8. There is no significant difference in the role expectations of presidents as perceived by sekolah tinggi and academies.

9. There is no consensus in the ranking of agreement of the items ranked from the highest degree of agreement to the lowest among presidents, board members, and faculty members.

10. There is no consensus in the ranking of agreement of the items ranked from the highest degree of agreement to the lowest among respondents of universities, sekolah tinggi, and academies.

Hypotheses one to eight were tested using contingency tables of chi-square. Each of the ninety-three items was tested individually for each hypothesis to determine its significance. Frequencies, percentages, chi-square coefficients and Cramer's phi-coefficients were obtained.

The chi-square test is one of the simplest and yet most useful statistical tests (Kerlinger, 1973, p. 166). The function of the chi-square test is to compare obtained results with those to be expected on the basis of chance. In other words, the "frequency obtained," or "fo," was compared to the "frequency expected," or "fe," and the formula used to obtain chi-square coefficients is:

$$\chi^2 = \sum \left| \frac{(fo-fe)^2}{fe} \right|$$

(Kerlinger, p. 168)

The level of significance was selected at the .05 level, which means that there are five chances in one hundred that a null hypothesis might be rejected when it is actually true.

The value of chi-square ranges from zero, indicating no departure obtained from the expected frequencies, through a large number of increasing values. The larger the chi-square is, the greater the obtained frequencies deviate from the expected chance frequencies.

Cramer's phi coefficients were calculated out of the chi-square coefficients to measure the strength of associations or differences among perceptions of the three groups and among the three types of institutions. Cramer's phi varied from zero--which meant no difference--to one--which meant completely different.

Hypotheses nine and ten were tested using Kendall's Coefficient of Concordance W. In order to obtain rankings of agreement for each group of respondents and for each type of institution, the perceptions of each group and each institution toward each of the ninety-three items were converted into scale or item values using the Catscale computer program.

## CHAPTER IV

### PRESENTATION OF RESULTS AND INTERPRETATION OF DATA

The purpose of this study was (1) to identify the role expectations of presidents of private institutions of higher education in West Java as perceived by presidents, board members, and faculty members; (2) to determine if there are significant differences in the perceptions among presidents, board members, and faculty members, between the perceptions of presidents and board members, between presidents and faculty members, and between board members and faculty members; and (3) to determine if there are significant differences in the perceptions of presidents, board members, and faculty members of universities, sekolah tinggi (higher schools) and academies, between those of universities and sekolah tinggi, between those of universities and academies, and between those of sekolah tinggi and academies, regarding the role expectations of presidents.

In order to accomplish the purpose stated above, the writer administered a questionnaire to 638 respondents, representing presidents, board members, and faculty members of private institutions of higher education in West Java. The total number of returned questionnaires was 521, out of which 510, or 80 percent, were

usable. The proportion of usable returned questionnaires are presented in chapter III.

Results of this study were obtained by testing ten hypotheses in null form, using contingency tables of chi-square for hypotheses one to eight, and Kendall's Coefficient of Concordance  $W$ . for hypotheses nine and ten.

Since the frequencies of respondents in the strongly disagree columns were found to be very small (many were zeros), it was decided to combine the strongly disagree column with the disagree column. Therefore, instead of five columns there would be only four columns remaining in this study.

In case all frequencies of the respondents in one column were zeros, that column would be deleted. This would affect the number of degrees of freedom (d.f.) and also the critical value of significance. In this study the critical value of significance is 12.59 for d.f. 6; 11.07 for d.f. 5; 9.45 for d.f. 4; 7.82 for d.f. 3, and 5.99 for d.f. 2 at the .05 level of probability (see Ferguson, 1976, p. 488).

All Cramer's phi coefficients in this study were found to be less than .3, which indicated small differences in the perceptions of each item among the three groups of respondents—presidents, board members, and faculty members—and also among the three types of institutions—universities, sekolah tinggi, and academies.

#### Hypothesis 1

There is no significant difference in the role expectations

of presidents as perceived by presidents, board members, and faculty members.

To test this hypothesis, the ninety-three items of the questionnaire were tested individually by contingency tables of chi-square. The ninety-three chi-square coefficients and the summary of the tables are given in table 18, appendix E, page 225.

In general, the percentage of the respondents for each of the ninety-three items was found to be greater on the positive side (strongly agree and agree columns) than on the negative side (disagree column). However, the chi-square coefficients indicated fourteen items significant or perceived to be in conflict, as can be seen in table 3, page 57.

#### I. Role in General Administration

Item 1,--"Should establish a clear organizational structure of the institution." On this item table 18, appendix E, page 225, indicated chi-square 9.25 which was not significantly different at the .05 probability level. The null hypothesis 1 for item 1 must be retained, and it was concluded that there was no difference among perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column as seen in table 18, the perceptions of presidents were found to be 95.65 percent positive, none neutral, and 4.35 percent negative; board members, 91.67 percent positive, 3.13 percent neutral, and 5.21 percent negative; faculty members, 97.55 percent positive, 1.09 percent neutral, and 1.36 percent negative.

TABLE 3  
SUMMARY OF CONFLICT ITEMS AMONG PRESIDENTS, BOARD MEMBERS,  
AND FACULTY MEMBERS

Item	Section	Description of item	x <sup>2</sup>	d.f.
8	General Administration	Should avoid involvement with a political party in the society	13.91613	6
25	Finance	Should find ways and means in order to raise funds for the institution	15.66250	6
28	Finance	Should provide scholarship and financial aid for qualified students	16.91832	6
33	Academic Program	Should prepare a written educational development plan	17.32880	6
41	Physical Facilities	Should allocate funds from the budget for the improvement of buildings and facilities	13.79553	6
49	Spiritual Functions	Should promote a religious spirit in the staff and faculty	13.99974	6
51	Board Relations	Should maintain a good relationship with the board	14.10594	4
52	Board Relations	Should prepare agenda for board meetings	13.63856	6
53	Board Relations	Should prepare and present regular reports to the board	15.90035	6
54	Board Relations	Should attend all board meetings	16.15637	6
61	Faculty and Staff	Should maintain good working relationships among faculty members and staff	14.11535	4



TABLE 3--Continued

Item	Section	Description of item	$\chi^2$	d.f.
64	Faculty and Staff	Should involve faculty in the selection of new faculty members	14.99418	6
69	Faculty and Staff	Should be essentially a mediator rather than a leader	22.11942	6
93	Government Relations	Should discuss with other presidents problems of private higher education and present resolutions to the Minister of Education and Culture	15.64350	6

Critical values at .05 level of significance: 12.59 (d.f. 6); 9.49 (d.f. 4).

Another conclusion that could be drawn was that all three groups were found to be very strongly positive to support this item as a role of the presidents, with total agreement of 96.27 percent of all respondents

Item 2,--"Should be responsible for the overall operation of the institution." On this item table 18, appendix E, page 225, indicated chi-square 9.14, which was not significantly different at the .05 probability level. The null hypothesis 1 for item 2 must be retained, and it was concluded that there was no difference among perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, perceptions of the presidents were found to be 86.96 percent positive, 7.29 percent neutral, and 10.42 percent negative; those of board members to be 82.29 percent positive, 7.29 neutral, and 10.42 percent negative; and those of faculty members to be 85.33 percent positive, 4.35 percent neutral, and 10.33 percent negative. The conclusion could be drawn that the three groups of respondents perceived this item very positively as a role of the presidents with total agreement of 84.90 percent of all respondents.

Item 3,--"Should delegate part of his duties to his subordinates." On this item table 18, appendix E, page 225, indicated chi-square 5.31 which was not significantly different at the .05 probability level. The null hypothesis 1 for item 3 must be retained, and it was concluded that there was no difference in

perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 100 percent positive; those of board members 100 percent positive; and those of faculty members 97 percent positive and 3 percent neutral. Another conclusion could be drawn that the three groups of respondents were very strongly positive in support of this item as a role of the presidents, with total agreement of 97.84 percent of all respondents.

Item 4,--"Should prepare short- and long-range planning for improvement of the institution's programs." On this item table 18, appendix E, page 225, indicated chi-square 5.32, which was not significantly different at the .05 probability level. The null hypothesis 1 for item 4 must be retained, and it was concluded that there was no difference in the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 97.83 percent positive, none neutral, and 2.17 percent negative; those of board members to be 98.95 percent positive, 1.05 percent neutral, and none negative; and those of faculty members 97.83 percent positive, 1.63 percent neutral, and .54 percent negative. Another conclusion could be drawn that the three groups of respondents were very strongly positive in support of this item as a role of the presidents, with

total agreement of 98.04 percent on the part of all respondents.

Item 5,—"Should initiate formulation of a constitution for the institution." On this item table 18, appendix E, page 225, indicated chi-square 2.67, which was not significantly different at the .05 probability level. The null hypothesis 1 for item 5 must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 91.30 percent positive, 4.35 percent neutral, and 4.35 percent negative; those of board members 90.62 percent positive, 5.21 percent neutral, and 4.17 percent negative; those of faculty members 91.58 percent positive, 6.25 percent neutral, and 2.17 percent negative. Another conclusion could be drawn that the three groups of respondents perceived this item very strongly positive as a role of the presidents, with total agreement of 91.37 percent of all respondents.

Item 6,—"Should seek able people for open positions rather than considering only those who apply." On this item table 18, appendix E, page 225, indicated chi-square 2.81, which was not significantly different at the .05 probability level. The null hypothesis 1 for item 6 must be retained, and it was concluded that there was no difference among the perceptions of presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree

and agree into a single positive column in table 18, the perceptions of the presidents were found to be 86.40 percent positive, 8.70 percent neutral, and 4.35 percent negative; those of board members 89.58 percent positive, 9.38 percent neutral, and 1.04 percent negative; those of faculty members 88.59 percent positive, 7.88 percent neutral, and 3.53 percent negative. It was also concluded that this item was supported with a strongly positive attitude by the three groups of respondents as a role of the presidents, with total agreement of 88.63 percent of all respondents.

Item 7,—"Should occasionally compromise with local pressure groups." On this item table 18, appendix E, page 225, indicated chi-square 6.12, which was not significantly different at the .05 probability level. The null hypothesis 1 for item 7 must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 73.91 percent positive, 19.57 percent neutral, and 6.52 percent negative; those of board members 77.08 percent positive, 19.79 percent neutral, and 3.13 percent negative; and those of faculty members 80.43 percent positive, 15.76 percent neutral, and 3.80 percent negative. It was then concluded that the three groups of respondents were strongly positive in their attitudes of supporting this item as a role of the

presidents, with total agreement of 79.22 percent of all respondents.

Item 8,--"Should avoid involvement with a political party in the society." On this item table 18, appendix E, page 225, indicated chi-square 13.92, which was found to be significantly different at the .05 probability level. The null hypothesis 1 for item 8 must be rejected, and it was concluded that there was a difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. However, when the perceptions of each group were analyzed by combining the two columns of strongly agree and agree into a single positive column in table 18, the following responses were found: presidents, 73.91 percent positive, 23.91 percent neutral, and 2.17 percent negative; board members, 76.04 percent positive, 22.92 percent neutral, and 1.04 negative; faculty members, 60.49 percent positive, 34.60 percent neutral, and 4.90 percent negative. It was obvious that although statistically analyzed there was significant conflict in the perceptions among the three groups, this conflict must be small, since the three groups perceived this item with positive attitudes, with total agreement of 64.64 percent of all respondents.

Item 9,--"Should lead activities toward the goals as specified by the board and the institution." On this item table 18, appendix E, page 225, indicated chi-square 10.72, which was not significantly different at the .05 probability level. The null hypothesis 1 for item 9 must be retained, and it was concluded

that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 97.83 percent positive and 2.17 percent neutral; those of board members 98.96 percent positive and 1.04 percent neutral; those of faculty members 97.55 percent positive, 1.63 percent neutral, and .82 percent negative. It was then concluded that the three groups were very strongly positive in supporting this item as a role of the presidents, with total agreement of 97.84 percent of all respondents.

Item 10,--"Should put the right people to work in the right place." On this item table 18, appendix E, page 225, indicated chi-square 5.02, which was not significantly different at the .05 probability level. The null hypothesis 1 for item 10 must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 97.83 percent positive and 2.17 percent neutral; those of board members 100 percent positive; those of faculty members 99.73 percent positive and only .27 percent neutral. There was no negative response by the three groups. It was obvious that the three groups of respondents were very strongly positive to support this item as a role of the presidents, with

total agreement of 99.61 percent of all respondents.

Item 11,—"Should be able to work with all people at all levels." On this item table 18, appendix E, page 225, indicated chi-square 8.08, which was not significantly different at the .05 probability level. The null hypothesis 1 for item 11 must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 95.65 percent positive, 4.35 percent neutral, and none negative; those of board members 86.46 percent positive, 12.50 percent neutral, and 1.04 percent negative; those of faculty members 87.47 percent positive, 11.44 percent neutral, and 1.09 percent negative. A further conclusion was that the three groups of respondents were strongly supportive of this item as a role of the presidents, with total agreement of 88.02 percent of all respondents.

Item 12,—"Should be responsible for the execution of educational policies of the institution." On this item table 18, appendix E, page 225, indicated chi-square 4.93, which was not significantly difference at the .05 probability level. The null hypothesis 1 for item 12 must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly



agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 100 percent positive; those of board members 94.79 percent positive and 5.21 percent neutral; those of faculty members 97.55 percent positive, 1.63 percent neutral, and only .82 percent negative. It was then concluded that the three groups of respondents were very strongly positive in support of this item as a role of the president, with total agreement of 97.25 percent of all respondents.

Item 13,--"Should retain high moral values." On this item table 18, appendix E, page 225, indicated chi-square 5.64, which was not significantly different at the .05 probability level. The null hypothesis 1 for item 13 must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 97.83 percent positive and 2.17 percent neutral; those of board members 100 percent positive; those of faculty members 98.37 percent positive, 1.36 percent neutral, and .27 percent negative. It was concluded that the three groups were very strongly positive in support of this item as a role of the presidents, with total agreement of 98.63 percent of all respondents.

Item 14,—Should establish the institution philosophy and clearly defined objectives." On this item table 18, appendix E, page 225, indicated chi-square 4.93, which was not significantly

different at the .05 probability level. The null hypothesis 1 for item 14 must be retained, and it was concluded that there was no significant difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 89.13 percent positive, 4.35 percent neutral, and 6.52 percent negative; those of board members 86.46 percent positive, 8.33 percent neutral, and 5.21 percent negative; those of faculty members 88.04 percent positive, 8.97 percent neutral, and 2.99 percent negative. It was concluded that the three groups were strongly positive in support of this item as a role of the presidents, with total agreement of 87.84 percent of all respondents.

Item 15,--"Should clearly define purposes and goals of the institution to the faculty and staff." On this item table 18, appendix E, page 225, indicated chi-square 4.40, which was not significantly different at the .05 probability level. The null hypothesis 1 for item 15 must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 100 percent positive; those of board members 96.87 percent positive and 3.13 percent neutral; those of faculty members 97.83 percent positive,

1.36 percent neutral, and .82 percent negative. It was obvious that the three groups of respondents were very strongly positive to support this item as a role of the presidents, with total agreement of 97.84 percent of all respondents.

Item 16,--"Should conduct periodic evaluation of the accomplishments of the institution." On this item table 18, appendix E, page 225, indicated chi-square 5.29, which was not significantly different at the .05 probability level. The null hypothesis 1 for item 16 must be retained, and it was concluded that there was not difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 100 percent positive; those of board members 100 positive, and those of faculty members 97.28 percent positive, 2.18 percent neutral, and only .54 percent negative. The second conclusion was that the three groups of respondents were found to be very strongly positive to support this item as a role of the president, with total agreement of 98.04 percent of all respondents.

Item 17,--"Should employ democratic attitudes and methods." On this item table 18, appendix E, page 225, indicated chi-square 6.36, which was not significantly different at the .05 probability level. The null hypothesis 1 for item 17 must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding

this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 95.65 percent positive and 4.35 percent neutral; those of board members 93.75 percent positive and 6.25 percent neutral; those of faculty members, 95.65 percent positive and 4.35 percent neutral. There was no negative response by the three groups. It was obvious that the three groups were very strongly positive in their support of this item as a role of the presidents, with total agreement of 95.29 percent of all respondents.

Item 18,—"Should develop criteria against which progress toward goal achievement is measured." On this item table 18, appendix E, page 225, indicated chi-square 2.43, which was not significantly different at the .05 probability level. The null hypothesis 1 of no difference for item 18 must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 84.78 percent positive, 13.04 percent neutral, and 2.17 percent negative; those of board members, 86.46 percent positive, 12.50 percent neutral, and 1.04 percent negative; those of faculty members 87.47 percent positive, 11.17 percent neutral, and 1.36 percent negative. It was obvious that the three groups of respondents were strongly positive in supporting this item as a role of presidents, with total agreement of 87.03 percent of all respondents.

Item 19,--"Should have final authority in all matters affecting institutional works." On this item table 18, appendix E, page 225, indicated chi-square 5.98, which was not significantly different at the .05 probability level. The null hypothesis 1 for item 19 must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 76.09 percent positive, 8.70 percent neutral, and 15.22 percent negative; those of board members 70.83 percent positive, 17.71 percent neutral, and 11.46 percent negative; those of faculty members 77.45 percent positive, 12.50 percent neutral, and 10.05 percent negative. It was then concluded that in general the three groups were strongly positive in their support of this item as a role of the presidents.

Item 20,--"Should clearly define the rights and responsibilities of staff, faculty, and students." On this item table 18, appendix E, page 225, indicated chi-square 4.71, which was not significantly different at the .05 probability level. The null hypothesis 1 for item 20 must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 95.65 percent

positive, 2.17 percent neutral, and 2.17 percent negative; those of board members, 93.97 percent positive and 6.25 percent neutral; those of faculty members, 95.64 percent positive, 3 percent neutral, and 1.36 percent negative. It was then concluded that the three groups were very strongly positive in their support of this item as a role of the presidents, with total agreement of 95.28 percent of all respondents.

## II. Role in Finance

Item 21,—"Should work with the business manager in the preparation of an annual budget." On this item table 18, appendix E, page 225, indicated chi-square 4.83, which was not significantly different at the .05 probability level. The null hypothesis for item 21 must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 86.96 percent positive, 6.52 percent neutral, and 6.52 percent negative; those of board members, 91.67 percent positive, 7.29 percent neutral, and 1.04 percent negative; and those of faculty members 90.46 percent positive, 4.63 percent neutral, and 4.90 percent negative. It was obvious that the three groups were strongly positive to support this item as a role of the presidents, with total agreement of 90.37 percent of all respondents.

Item 22,—"Should present an annual budget to the board for approval." On this item table 18, appendix E, page 225,

indicated chi-square 8.88, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 93.48 percent positive, 4.35 percent neutral, and 2.17 percent negative; those of board members 96.87 percent positive, 2.08 percent neutral, and 1.04 percent negative; those of faculty members 95.38 percent positive, 4.35 percent neutral, and only .27 percent negative. It was obvious that the three groups were very strongly positive to support this item as a role of the presidents, with total agreement of 95.49 percent of all respondents.

Item 23,--"Should implement the budget after the approval of the board." On this item table 18, appendix E, page 225, indicated chi-square 7.37, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 89.13 percent positive, 6.52 percent neutral, and 4.35 percent negative; those of board members 95.83 percent positive, 3.13 percent neutral, and 1.04 percent negative; those of faculty members 91.58 percent positive, 6.79 percent neutral, and

1.63 percent negative. It was then concluded that the three groups were very strongly positive to support this item as a role of the presidents, with total agreement of 92.16 percent of all respondents.

Item 24,--"Should discuss with the staff budgetary problems." On this item table 18, appendix E, page 225, indicated chi-square 6.18, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 95.65 percent positive, 2.17 percent neutral, and 2.17 percent negative; those of board members 92.71 percent positive, 5.21 percent neutral, and 2.08 percent negative; and those of faculty members 88.32 percent positive, 9.78 percent neutral, and 1.90 percent negative. It was concluded that the three groups were strongly positive to support this item as a role of the presidents, with total agreement of 89.80 percent of all respondents.

Item 25,--"Should find ways and means in order to raise funds for the institution." On this item table 18, appendix E, page 225, indicated chi-square 15.66, which was significantly different at the .05 probability level. The null hypothesis for this item must be rejected, and it was concluded that there was a difference or conflict in the perceptions among the presidents, board



members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 78.26 percent positive, 13.04 percent neutral, and 8.70 percent negative; those of board members, 88.54 percent positive, 6.25 percent neutral, and 5.21 percent negative; and those of faculty members 88.59 percent positive, 9.24 percent neutral, and 2.17 percent negative. Further conclusion could be drawn that although there was significant conflict in the perceptions among the three groups, it was obvious that the conflict was small since the three groups were strongly positive in their support of this item as a role of the presidents, with total agreement of 87.65 percent of all respondents.

Item 26,—"Should explain with the cooperation of business manager the current financial program of the institution to the board." On this item table 18, appendix E, page 225, indicated chi-square 5.62, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 84.78 percent positive, 13.04 percent neutral, and 2.17 percent negative; those of board members 91.67 percent positive, 8.33 percent neutral; and those of faculty members 91.28 percent positive, 7.90 percent neutral, and only .82 percent negative. It was

then concluded that the three groups were very strongly positive in their support of this item as a role of the presidents, with total agreement of 90.77 percent of all respondents.

Item 27,—"Should establish a salary schedule for the institution." On this item table 18, appendix E, page 225, indicated chi-square 8.00, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 67.39 percent positive, 19.57 percent neutral, 13.04 percent negative; those of board members 67.71 percent positive, 17.71 percent neutral, and 14.58 percent negative; those of faculty members 73.37 percent positive, 19.84 percent neutral, and 6.79 percent negative. It was then concluded that in general the three groups were strongly positive in support of this item as a role of the presidents, with total agreement of 71.76 percent of all respondents.

Item 28,—"Should provide scholarship and financial aid for qualified students." On this item table 18, appendix E, page 225, indicated chi-square 16.92, which was significantly different at the .05 probability level. The null hypothesis for this item must be rejected, and it was concluded that there was a difference or conflict among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the

presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 89.13 percent positive, 6.52 percent neutral, and 4.35 percent negative; those of board members 83.33 percent positive, 13.54 percent neutral, and 3.13 percent negative; and those of faculty members 89.65 percent positive, 8.72 percent neutral, and 1.63 percent negative. Further conclusion could be drawn that although there was significant conflict in the perceptions among the three groups, it was obvious that the conflict was small since, in general, the three groups were strongly positive in their support of this item as a role of the presidents, with total agreement of 88.41 percent of all respondents.

Item 29,--"Should evaluate unit budgets and reduce them if necessary." On this item table 18, appendix E, page 225, indicated chi-square 6.58, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 84.78 percent positive, 8.70 percent neutral, and 6.52 percent negative; those of board members 86.46 percent positive, 11.46 percent neutral, and 2.08 percent negative; those of faculty members 89.13 percent positive, 9.51 percent neutral, and 1.36 percent negative. It was obvious that the three

groups were strongly positive in their support of this item as a role of the presidents, with total agreement of 88.24 percent of all respondents.

Item 30,--"Should pursue governmental agencies that provide financial support for research and instructional programs." On this item table 18, appendix E, page 225, indicated chi-square 7.73, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 86.96 percent positive, 8.70 percent neutral, and 4.35 percent negative; those of board members 83.33 percent positive, 14.58 percent neutral, and 2.08 percent negative; those of faculty members 79.89 percent positive, 18.21 percent neutral, and 1.90 percent negative. It was then concluded that the three groups were strongly positive in their support of this item as a role of the presidents, with total agreement of 81.18 percent of all respondents.

### III. Role in Academic Programs

Item 31,--"Should give primary attention to the academic programs of the institution." On this item table 18, appendix E, page 225, indicated chi-square 1.39, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was

no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 97.83 percent positive and 2.17 percent neutral; those of board members 96.87 percent positive and 3.13 percent neutral; those of faculty members 98.10 percent positive and 1.90 percent neutral. There were no negative responses from the three groups. Further conclusion was that the three groups of respondents were very strongly positive in their support of this item as a role of the presidents, with total agreement of 97.84 percent of the total respondents.

Item 32,--"Should promote instruction, research, and community services as the primary functions of higher education." On this item table 18, appendix E, page 225, indicated chi-square 7.45, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 97.83 percent positive and 2.17 percent negative; those of board members 98.96 percent positive and 1.04 percent negative; those of faculty members 99.46 percent positive and .54 percent neutral. It was obvious that the three groups were very strongly positive in

their support of this item as a role of the presidents, with total agreement of 99.21 percent of all respondents.

Item 33,--"Should prepare a written educational development plan." On this item table 18, appendix E, page 225, indicated chi-square 17.33, which was significantly different at the .05 probability level. The null hypothesis of no difference for this item must be rejected, and it was concluded that there was a difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 84.78 percent positive, 10.87 percent neutral, and 4.35 percent negative; those of board members 96.87 percent positive, 2.08 percent neutral, and 1.04 percent negative; those of faculty members 93.21 percent positive, 6.52 percent neutral, and only .27 percent negative. It was obvious that although there was significant difference, or conflict, among the perceptions of the three groups, this conflict must be small since it was clear that the three groups were very strongly positive in their support of this item as a role of the presidents, with total agreement of 93.14 percent of all respondents.

Item 34,--"Should teach courses on a regular basis." On this item table 18, appendix E, page 225, indicated chi-square 12.00, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the

perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 65.22 percent positive, 30.43 percent neutral, and 4.35 percent negative; those of board members 41.67 percent positive, 41.67 percent neutral, and 16.67 percent negative; those of faculty members 55.16 percent positive, 33.42 percent neutral, and 11.41 percent negative. It was interesting to see that the presidents were the strongest in agreement, and the least in disagreement, to support this item as a role of the presidents. Although generally teaching should be the role or function of faculty members, it was evident from this study that the three groups of respondents were only slightly positive in supporting this item as a role of the presidents, with total agreement of 53.53 percent of all respondents. One possible reason for this might be the relatively small sizes of the private institutions of higher education in West Java.

Item 35,--"Should propose new courses and programs for the institutions." On this item table 18, appendix E, page 225, indicated chi-square 6.51, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the

presidents were found to be 84.78 percent positive, 13.04 percent neutral, and 2.17 percent negative; those of board members 75 percent positive and 25 percent neutral; and those of faculty members 77.72 percent positive, 19.57 percent neutral, and 2.72 percent negative. It was then concluded that the three groups were strongly positive in their support of this item as a role of the presidents, with total agreement of 77.84 percent of all respondents.

Item 36,—"Should give more consideration to educational needs rather than to cost factors in budget planning." On this item table 18, appendix E, page 225, indicated chi-square 8.52, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 69.57 percent positive, 19.57 percent neutral, and 10.87 percent negative; those of board members 67.71 percent positive, 20.83 percent neutral, and 11.46 percent negative; and those of faculty members 72.83 percent positive, 22.01 percent neutral, and 5.16 percent negative. Although some of the responses were on the negative side, in general it could be concluded that the three groups were strongly positive in their support of this item as a role of the presidents, with total agreement of 71.57 percent of all respondents.



Item 37,--"Should preside at commencement and confer degrees granted by the institution." On this item table 18, appendix E, page 225, indicated chi-square 1.96, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 84.78 percent positive and 15.22 percent neutral; those of board members 87.50 percent positive and 12.50 percent neutral; and those of faculty members 89.13 percent positive and 10.60 percent neutral, and only .27 percent negative. It was obvious that the three groups were strongly positive in their support of this item as a role of the presidents, with total agreement of 88.43 percent of all respondents.

Item 38,--"Should be responsible for structuring admissions standards." On this item table 18, appendix E, page 225, indicated chi-square 5.20, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 91.30 percent positive, 6.52 percent

neutral, and 2.17 percent negative; those of board members 85.42 percent positive and 14.58 percent neutral; and those of faculty members 85.83 percent positive, 11.44 percent neutral, and 2.72 percent negative. It was obvious that the three groups were strongly positive to support this item as a role of the presidents, with total agreement of 86.25 percent of all respondents.

Item 39,—"Should promote academic freedom." On this item table 18, appendix E, page 225, indicated chi-square 7.48, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 80.43 percent positive and 19.59 percent neutral; those of board members 78.12 percent positive, 17.71 percent neutral, and 4.17 percent negative; and those of faculty members 80.05 percent positive, 16.94 percent neutral, and 3.01 percent negative. It was concluded that in general, the three groups were strongly positive in their support of this item as a role of the presidents, with total agreement of 79.72 percent of all respondents.

#### IV. Role in Physical Facilities

Item 40,—"Should inspect campus, buildings, and facilities periodically, at least once a year." On this item table 18, appendix E, page 225, indicated chi-square 6.42, which was not

significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 80.43 percent positive, 6.52 percent neutral, and 13.04 percent negative; those of board members 72.92 percent positive, 17.71 percent neutral, and 9.38 percent negative; and those of faculty members 80.98 percent positive, 11.96 percent neutral, and 7.07 percent negative. Further conclusion was that the three groups were strongly positive in their support of this item as a role of the presidents, with total agreement of 79.41 percent of all respondents.

Item 41,—"Should allocate funds from the budget for the improvement of buildings and facilities." On this item table 18, appendix E, page 225, indicated chi-square 13.80, which was significantly different at the .05 probability level. The null hypothesis for this item must be rejected, and it was concluded that there was a difference, or conflict, among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 84.78 percent positive, 6.52 percent neutral, and 8.70 percent negative; those of board members 86.46 percent positive, 11.46 percent neutral,

and 2.08 percent negative; and those of faculty members 92.66 percent positive, 4.89 percent neutral, and 2.45 percent negative. It was then concluded that the three groups of respondents were very strongly positive in their support of this item as a role of the presidents, with a total agreement of 90.78 percent of all respondents.

Item 42,--"Should promote proper student respect toward the upkeep of the property of the institution." On this item table 18, appendix E, page 225, indicated chi-square 5.44, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 95.65 percent positive, 2.17 percent neutral, and 2.17 percent negative; those of board members 96.87 percent positive, 2.08 percent neutral, and 1.04 percent negative; and those of faculty members 94.84 percent positive, 4.62 percent neutral, and only .54 percent negative. It was obvious that the three groups were very strongly positive in their support of this item as a role of the presidents, with total agreement of 95.27 percent of all respondents.

Item 43,--"Should recommend to the board plans for new buildings and equipment." On this item table 18, appendix E, page 225, indicated chi-square 2.16, which was not significantly different at the .05 probability level. The null hypothesis for this

item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 93.48 percent positive and 6.53 percent neutral; those of board members 95.83 percent positive and 4.17 percent neutral; and those of faculty members 97.28 percent positive and 2.72 percent neutral. There was no negative response among the three groups. It was clear that the three groups were very strongly positive in their support of this item as a role of the presidents, with total agreement of 96.67 percent of all respondents.

Item 44,—"Should survey existing facilities to determine adequacy." On this item table 18, appendix E, page 225, indicated chi-square 2.52, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 95.65 percent positive, 2.17 percent neutral, and 2.17 percent negative; those of board members 96.87 percent positive, 2.08 percent neutral, and 1.04 percent negative; and those of

faculty members 95.92 percent positive, 3.53 percent neutral, and only .54 percent negative. Further conclusion was that the three groups were very strongly positive to support this item as a role of the presidents, with total agreement of 96.08 percent of all respondents.

Item 45,--"Should discuss with the staff any physical improvement needs of the institution." On this item table 18, appendix E, page 225, indicated chi-square 8.29, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 95.65 percent positive, 2.17 percent neutral, and 2.17 percent negative; those of board members 96.87 percent positive, and 3.13 percent neutral; and those of faculty members 95.92 percent positive, 3.26 percent neutral, and only .82 percent negative. Further conclusion could be drawn that the three groups were very strongly positive in their support of this item as a role of the presidents, with total agreement of 96.08 percent of all respondents.

#### V. Role in Spiritual Functions

Item 46,--"Should be responsible for developing and promoting the acceptance of Pancasila as the basic philosophy of education as well as that of the state." On this item table 18, appendix

E, page 225, indicated chi-square 9.77, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 97.83 percent positive and 2.17 percent neutral; those of board members 97.92 percent positive and 2.08 percent neutral; and those of faculty members 92.10 percent positive, 7.08 percent neutral, and .82 percent negative. It was then concluded that the three groups of respondents were very strongly positive to support this item as a role of the presidents, with total agreement of 93.71 percent of all respondents.

Item 47,--"Should be responsible for avoiding all influences which destroy religious spirit of the students." On this item table 18, appendix E, page 225, indicated chi-square 5.56, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 91.30 percent positive, 4.35 percent neutral, and 4.35 percent negative; those

of board members 92.71 percent positive, 6.25 percent neutral, and 1.04 percent negative; and those of faculty members 92.37 percent positive, 5.99 percent neutral, and 1.63 percent negative. Further conclusion could be drawn that the three groups were very strongly positive in their support of this item as a role of the presidents, with total agreement of 92.34 percent of all respondents.

Item 48,--"Should organize and conduct efforts to promote respect toward religion and the belief in God." On this item table 18, appendix E, page 225, indicated chi-square 9.70, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 97.83 percent positive and 2.17 negative; those of board members 95.83 percent positive, 3.13 percent neutral, and 1.04 percent negative; and those of faculty members 94.55 percent positive and 5.45 percent neutral. It was then concluded that the three groups of respondents were very strongly positive to support this item as a role of the presidents with total agreement of 95.09 percent of all respondents.

Item 49,--"Should promote a religious spirit in the staff



and faculty." On this item table 18, appendix E, page 225, indicated chi-square 14.00, which was found to be significantly different at the .05 probability level. The null hypothesis for this item must be rejected, and it was concluded that there was a difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 89.13 percent positive, 8.70 percent neutral, and 2.17 percent negative; those of board members 92.71 percent positive, 6.25 percent neutral, and 1.04 percent negative; and those of faculty members 86.65 percent positive, 13.08 percent neutral, and only .27 percent negative. Further conclusion was that the conflict in the perceptions must be small since the three groups were found to be strongly positive in their support of this item as a role of the presidents, with total agreement of 88.02 percent of all respondents.

Item 50,--"Should make plans with faculty and staff for student religious activities. On this item table 18, appendix E, page 225, indicated chi-square 10.10, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 84.78 percent positive, 13.04 percent

neutral, and 2.17 percent negative; those of board members 91.67 percent positive, 7.29 percent neutral, and 1.04 negative; those of faculty members 79.84 percent positive, 16.89 percent neutral, and 3.27 percent negative. Further conclusion was that the three groups were strongly positive in their support of this item as a role of the presidents, with total agreement of 82.51 percent of all respondents.

#### VI. Role in Board Relations

Item 51,—"Should maintain a good relationship with the board." On this item table 18, appendix E, page 225, indicated chi-square 14.11, which was found to be significantly different at the .05 probability level. The null hypothesis for this item must be rejected, and it was concluded that there was a difference, or conflict, in the perceptions among the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 95.65 percent positive and 4.35 percent neutral; those of board members 98.96 percent positive and 1.04 percent neutral; and those of faculty members 99.46 percent positive and .54 percent neutral. It was obvious that the difference, or conflict, in the perceptions among the three groups must be very small since the three groups were very strongly positive in their support of this item as a role of the presidents, with total agreement of 99.02 percent of all respondents.

Item 52,—"Should prepare agenda for board meeting." On

this item table 18, appendix E, page 225, indicated chi-square 13.64, which was found to be significantly different at the .05 probability level. The null hypothesis for this item must be rejected, and it was concluded that there was a difference, or conflict, in the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the president were found to be 54.35 percent positive, 26.09 percent neutral, and 19.57 percent negative; those of board members 78.12 percent positive, 12.50 percent neutral, and 9.38 percent negative; and those of faculty members 75.27 percent positive, 17.39 percent neutral, and 7.34 percent negative. Although there was conflict in the perceptions among the three groups, it seemed that this conflict was relatively small since the three groups were strongly positive in their support of this item as a role of the presidents, with total agreement of 73.92 percent of all respondents.

Item 53,--"Should prepare and present regular reports to the board." On this item table 18, appendix E, page 225, indicated chi-square 15.90, which was found to be significantly different at the .05 probability level. The null hypothesis for this item must be rejected, and it was concluded that there was a difference, or conflict in the perceptions among the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into

a single positive column in table 18, the perceptions of the presidents were found to be 91.30 percent positive and 8.70 percent neutral; those of board members 93.75 percent positive and 6.25 percent neutral; and those of faculty members 97.28 percent positive, 2.45 percent neutral, and only .27 percent negative. Further conclusion was that the conflict in the perceptions among the three groups must be small since the three groups were very strongly positive to support this item as a role of the presidents, with total agreement of 96.07 percent of all respondents.

Item 54,—"Should attend all board meetings." On this item table 18, appendix E, page 225, indicated chi-square 16.16, which was significantly different at the .05 probability level. The null hypothesis for this item must be rejected, and it was concluded that there was a difference, or conflict, among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 63.04 percent positive, 17.39 percent neutral, and 19.57 percent negative; those of board members 81.25 percent positive, 14.58 percent neutral, and 4.17 percent negative; and those of faculty members 76.36 percent positive, 17.93 percent neutral, and 5.71 percent negative. Comparing responses in the positive and negative sides of each group, it was concluded that, in general, the three groups were strongly positive in their support of this item as a role of the presidents, with total agreement of 76.08

percent of all respondents. Therefore the conflict must be small.

Item 55,—"Should work together with the board in the formulation of a policy of the institution." On this item table 18, appendix E, page 225, indicated chi-square 6.02, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 89.13 percent positive and 10.87 percent neutral; those of board members 94.79 percent positive and 5.21 percent neutral; and those of faculty members 91.03 percent positive, 7.07 percent neutral, and 1.90 percent negative. Further conclusion was that the three groups of respondents were very strongly positive in their support of this item as a role of the presidents with total agreement of 91.57 of all respondents.

Item 56,—"Should work together with the board in the preparation of long-range plans for the institution." On this item table 18, appendix E, page 225, indicated chi-square 4.99, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of

strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 89.13 percent positive and 10.87 percent neutral; those of board members 93.75 percent positive and 6.25 percent neutral; and those of faculty members 94.84 percent positive, 4.62 percent neutral, and .54 percent negative. It was obvious that the three groups were very strongly positive to support this item as a role of the presidents, with total agreement of 94.12 percent of all respondents.

Item 57,--"Should present to the board the needs of the institution." On this item table 18, appendix E, page 225, indicated chi-square 6.04, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 91.30 percent positive and 8.70 percent neutral; those of board members 95.83 percent positive, 3.13 percent neutral, and 1.04 percent negative; and those of faculty members 95.64 percent positive, 3.27 percent neutral, and 1.09 percent negative. It was obvious that the three groups were very strongly positive to support this item as a role of the presidents, with total agreement of 95.28 percent of all respondents.

Item 58,--"Should make recommendations to the board con-

concerning salary increases for faculty and staff." On this item table 18, appendix E, page 225, indicated chi-square 10.89, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 16, the perceptions of the presidents were found to be 86.96 percent positive and 13.04 percent neutral; those of board members 93.75 percent positive, 5.21 percent neutral, and 1.04 percent negative; those of faculty members 94.57 percent positive, 4.35 percent neutral, and 1.09 percent negative. Further conclusion was that the three groups were very strongly positive in their support of this item as a role of the presidents, with total agreement of 93.73 percent of all respondents.

Item 59,--"Should execute all decisions officially agreed upon by the board." On this item table 18, appendix E, page 225, indicated chi-square 10.54, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 91.30 percent positive and 8.70 percent

neutral; those of board members 93.75 percent positive, 5.21 percent neutral, and 1.04 percent negative; and those of faculty members 95.38 percent positive, 3.53 percent neutral, and 1.09 percent negative. It was then concluded that the three groups of respondents were very strongly positive in their support of this item as a role of the presidents, with total agreement of 94.71 percent of all respondents.

Item 60,--"Should make recommendations to the board related to appointment, promotion, demotion, and dismissal of a faculty or staff member." On this item table 18, appendix E, page 225, indicated chi-square 3.28, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 86.96 percent positive, 8.70 percent neutral, and 4.35 percent negative; those of board members 92.71 percent positive, 5.21 percent neutral, and 2.08 percent negative; and those of faculty members 91.03 percent positive, 7.34 percent neutral, and 1.63 percent negative. Further conclusion could be drawn that the three groups were very strongly positive in their support of this item as a role of the presidents, with total agreement of 90.98 percent of all respondents.



## VII. Role in Faculty and Staff Relations

Item 61,—"Should maintain good working relationships among faculty members and staff." On this item table 18, appendix E, page 225, indicated chi-square 14.12, which was found to be significantly different at the .05 probability level. The null hypothesis for this item must be rejected, and it was concluded that there was a difference, or conflict, among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 100 percent positive; those of board members 96.87 percent positive and 3.13 percent neutral; and those of faculty members 100 percent positive. It was very clear that the three groups were very strongly positive in their support of this item as a role of the presidents, with total agreement of 99.41 percent of all respondents.

Item 62,—"Should secure faculty participation on academic matters and instructional policy." On this item table 18, appendix E, page 225, indicated chi-square 10.30, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 95.65 percent positive

and 4.35 percent neutral; those of board members 91.67 percent positive, 6.25 percent neutral, and 2.08 percent negative; and those of faculty members 97.55 percent positive, 2.17 percent neutral, and only .27 percent negative. It was obvious that the three groups of respondents were very strongly positive in their support of this item as a role of the presidents, with total agreement of 96.27 percent of all respondents.

Item 63,--"Should keep faculty and staff informed on matters affecting their rights and benefits." On this item table 18, appendix E, page 225, indicated chi-square 5.61, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 96.65 percent positive, 2.17 percent neutral, and 2.17 percent negative; those of board members 91.67 percent positive, 7.29 percent neutral, and 1.04 percent negative; and those of faculty members 93.21 percent positive, 5.71 percent neutral, and 1.09 percent negative. It was then concluded that the three groups of respondents were very strongly positive in their support of this item as a role of the presidents, with total agreement of 93.14 percent of all respondents.

Item 64,--"Should involve faculty in the selection of new faculty members." On this item table 18, appendix E, page 225,

indicated chi-square 14.99, which was found to be significantly different at the .05 probability level. The null hypothesis for this item must be rejected, and it was concluded that there was a difference, or conflict, among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 63.04 percent positive, 21.74 percent neutral, and 15.22 percent negative; those of board members 69.79 percent positive, 17.71 percent neutral, and 12.50 percent negative; and those of faculty members 66.58 percent positive, 26.90 percent neutral, and 6.52 percent negative. There were more than 12 percent of the board members and presidents opposed to involving the faculty in the selection of new faculty members. However, considering the positive side of the three groups, one could draw the conclusion that the three groups were still positive in their support of this item as a role of the presidents, and that the existing conflict must be small since each of the positive sides was above 60 percent, and the total agreement of support was 66.86 percent of all respondents.

Item 65,--"Should establish a faculty evaluation system." On this item table 18, appendix E, page 225, indicated chi-square 4.98, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding

this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 89.13 percent positive and 10.87 percent neutral; those of board members 81.25 percent positive and 18.75 percent neutral; and those of faculty members 85.29 percent positive, 13.08 percent neutral, and 1.63 percent negative. Further conclusion was drawn that the the three groups were strongly positive in their support of this item as a role of the presidents, with total agreement of 84.87 percent of all respondents.

Item 66,--"Should protect faculty members in their search for scientific truth." On this item table 18, appendix E, page 225 , indicated chi-square 10.36, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 89.13 percent positive and 10.87 percent neutral; those of board members 94.79 percent positive and 5.20 percent neutral; and those of faculty members 96.46 percent positive, 3.27 percent neutral, and only .27 percent negative. Further conclusion was drawn that the three groups of respondents were very strongly positive in their support of this item as a role of the

presidents, with total agreement of 95.48 percent of all respondents.

Item 67,--"Should act as ex-officio member of all committees of the institution." On this item table 18, appendix E, page 225, indicated chi-square 7.31, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 65.22 percent positive, 26.09 percent neutral, and 8.70 percent negative; those of board members 73.96 percent positive, 22.92 percent neutral, and 3.13 percent negative; and those of faculty members 64.75 percent positive, 29.78 percent neutral, and 5.46 percent negative. Although there were some small portions of the responses on the negative side, in general, the conclusion could be drawn that the three groups were positive in their support of this item as a role of the presidents, with total agreement of 66.54 percent of all respondents.

Item 68,--"Should preside at faculty meetings of the institution." On this item table 18, appendix E, page 225, indicated chi-square 5.04, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and

faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 80.43 percent positive and 19.57 percent neutral; those of board members 84.37 percent positive, 13.54 percent neutral, and 2.08 percent negative; and those of faculty members 80.22 percent positive, 14.84 percent neutral, and 4.95 percent negative. The general conclusion could be drawn that the three groups of respondents were strongly positive in their support of this item as a role of the presidents, with total agreement of 81.03 percent of all respondents.

Item 69,--"Should be essentially a mediator rather than a leader." On this item table 18, appendix E, page 225, indicated chi-square 22.12, which was found to be significantly different at the .05 probability level. The null hypothesis for this item must be rejected, and it was concluded that there was a difference, or conflict, among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 63.04 percent positive, 6.52 percent neutral, and 30.43 percent negative; those of board members 68.75 percent positive, 15.62 percent neutral, and 15.62 percent negative; and those of faculty members 76.29 percent positive, 12.81 percent neutral, and 10.90 percent negative. It was interesting to see that more than 30 percent of the presidents disagree with

their essential role as mediator rather than a leader, while disagreement of board members and faculty members was less than 20 percent. However, considering the positive responses of each of the three groups, it was concluded that the three groups were strongly positive in their support of this item as a role of the presidents, with total agreement of 73.67 percent of all respondents.

Item 70,--"Should mediate disputes among competing interests in the institution." On this item table 18, appendix E, page 225, indicated chi-square 8.08, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 100 percent positive; those of board members 90.62 percent positive, 8.33 percent neutral, and 1.04 percent negative; and those of faculty members 91.28 percent positive, 8.45 percent neutral, and only .27 percent negative. It was obvious that the three groups of respondents were very strongly positive in their support of this item as a role of the presidents, with total agreement of 91.94 percent of all respondents.

#### VIII. Role in Student Relations

Item 71,—"Should assume an active role in the area of student affairs and services." On this item table 18, appendix E, page 225, indicated chi-square 2.52, which was not significantly

different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 63.04 percent positive, 19.57 percent neutral, and 17.39 percent negative; those of board members 69.79 percent positive, 20.83 percent neutral, and 9.38 percent negative; and those of faculty members 69.96 percent positive, 17.49 percent neutral, and 12.57 percent negative. Although small portions of the responses were found to be on the negative side, in general, it was concluded that the three groups were positive in their support of this item as a role of the presidents, with total agreement of 69.29 percent of all respondents.

Item 72,— "Should work closely with student government leaders." On this item table 18, appendix E, page 225, indicated chi-square 3.33, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 80.43 percent positive, 15.22 percent neutral, and 4.35 percent negative; those of board members 81.25 percent positive,



17.71 percent neutral, and 1.04 percent negative; and those of faculty members 77.60 percent positive, 18.03 percent neutral, and 4.37 percent negative. Generally, it was concluded that the three groups of respondents were strongly positive in their support of this item as a role of the presidents, with total agreement of 78.54 percent of all respondents.

Item 73,—"Should be frequently available to students for dialogue." On this item table 18, appendix E, page 225, indicated chi-square 6.70, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 91.30 percent positive and 8.70 percent neutral; those of board members 87.50 percent positive, 8.33 percent neutral, and 4.17 percent negative; and those of faculty members 93.15 percent positive, 5.48 percent neutral, and 1.37 percent negative. It was obvious that the three groups of respondents were very strongly positive in their support of this item as a role of the presidents, with total agreement of 91.91 percent of all respondents.

Item 74,—"Should find ways and means of bringing students and faculty members close together." On this item table 18, appendix E, page 225, indicated chi-square 6.62, which was not

significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 97.83 percent positive and 2.17 percent negative; those of board members 90.62 percent positive, 7.29 percent neutral, and 2.08 percent negative; and those of faculty members 93.19 percent positive, 5.99 percent neutral, and only .82 percent negative. It was then concluded that the three groups of respondents were very strongly positive in their support of this item as a role of the presidents, with total agreement of 93.12 percent of all respondents.

Item 75,--"Should appoint advisors for student clubs and organizations." On this item table 18, appendix E, page 225, indicated chi-square 6.55, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 65.22 percent positive, 21.74 percent neutral, and 13.04 percent negative; those of board members 70.83 percent positive, 26.04 percent neutral, and 3.13 percent negative; and those

of faculty members 72.48 percent positive, 22.07 percent neutral, and 5.45 percent negative. The conclusion could be drawn that the three groups were strongly positive in their support of this item as a role of the presidents, with total agreement of 71.51 of all respondents.

Item 76,--"Should help student government officers to successfully manage the student government." On this item table 18, appendix E, page 225, indicated chi-square 2.98, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 89.13 percent positive and 10.87 percent neutral; those of board members 91.67 percent positive, 7.29 percent neutral, and 1.04 percent negative; and those of faculty members 88.01 percent positive, 9.26 percent neutral, and 2.72 percent negative. It was then concluded that the three groups of respondents were strongly positive in their support of this item as a role of the presidents, with total agreement of 88.80 percent of all respondents.

Item 77,--"Should develop a system of student participation in decisions related to student activities." On this item table 18, appendix E, page 225, indicated chi-square 5.19, which was not significantly different at the .05 probability level. The

null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 93.48 percent positive and 6.52 percent neutral; those of board members 88.54 percent positive, 10.42 percent neutral, and 1.04 percent negative; and those of faculty members 90.74 percent positive, 8.99 percent neutral, and only .27 percent negative. It was clear that the three groups of respondents were very strongly positive in their support of this item as a role of the presidents, with total agreement of 90.57 percent of all respondents.

Item 78,—"Should review the student handbook for possible revision." On this item table 18, appendix E, page 225, indicated chi-square 6.52, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 78.26 percent positive, 17.39 percent neutral, and 4.35 percent negative; those of board members 77.08 percent positive, 19.79 percent neutral, and 3.13 percent negative; and those of faculty members 82.79 percent positive, 16.39 percent neutral, and

.82 percent negative. Further conclusion could be drawn that in general the three groups of respondents were strongly positive in their support of this item as a role of the presidents, with total agreement of 81.30 percent of all respondents.

Item 79,--"Should plan orientation programs for new students at the beginning of each school year." On this item table 18, appendix E, page 225, indicated chi-square 1.26, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 97.09 percent positive, 19.57 percent neutral, and 4.35 percent negative; those of board members 76.04 percent positive, 18.76 percent neutral, and 5.21 percent negative; and those of faculty members 78.75 percent positive, 17.17 percent neutral, and 4.09 percent negative. The conclusion was drawn from these data that the three groups of respondents were strongly positive in their support of this item as a role of the presidents, with total agreement of 78 percent of all respondents.

Item 80,--"Should be responsible for student discipline." On this item table 18, appendix E, page 225, indicated chi-square 5.07, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and

it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 73.91 percent positive, 19.57 percent neutral, and 6.52 percent negative; those of board members 86.46 percent positive, 11.46 percent neutral, and 2.08 percent negative; and those of faculty members 83.65 percent positive, 13.90 percent neutral, and 2.45 percent negative. It was then concluded that the three groups of respondents were strongly positive in their support of this item as a role of the presidents, with total agreement of 83.30 percent of all respondents.

#### IX. Role in Public and Alumni Relations

Item 81,—"Should establish and maintain good public and alumni relations." On this item table 18, appendix E, page 225, indicated chi-square 1.43, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 100 percent positive; those of board members 97.92 percent positive, 2.08 percent neutral; and those of faculty members 97.83 percent positive, 1.90 percent neutral, and only .27

percent negative. It was then concluded that the presidents, board members, and faculty members were very strongly positive in their support of this item as a role of the presidents, with total agreement of 98.04 percent of all respondents.

Item 82,--"Should be closely associated with alumni in order to get their support for the institution." On this item table 18, appendix E, page 225, indicated chi-square 2.86, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 89.13 percent positive, 3.70 percent neutral, and 2.17 percent negative; those of board member 91.67 percent positive, 7.29 percent neutral, and 1.04 percent negative; and those of faculty members 91.03 percent positive, 2.42 percent neutral, and .54 percent negative. It was then concluded that the three groups of respondents were very strongly positive in their support of this item as a role of the presidents, with total agreement of 90.98 percent of all respondents.

Item 83,--"Should contact and interact with influential citizens." On this item table 18, appendix E, page 225, indicated chi-square 3.32, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among

the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 89.13 percent positive, 8.70 percent neutral, and 2.17 percent negative; those of board members 84.37 percent positive, 14.58 percent neutral, and 1.04 percent negative; and those of faculty members 82.34 percent positive, 16.58 percent neutral, and 1.09 percent negative. It was then concluded that the three groups of respondents were strongly positive in their support of this item as a role of the presidents, with total agreement of 83.33 percent of all respondents.

Item 84,— "Should mobilize public support for higher education." On this item table 18, appendix E, page 225, indicated chi-square 6.27, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. By combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 84.78 percent positive, 13.04 percent neutral, and 2.17 percent negative; those of board members 81.25 percent positive and 18.75 percent neutral; those of faculty members 86.41 percent positive, 12.50 percent neutral, and 1.09 percent negative. It was then concluded that the three groups of respondents were



strongly positive in their support of this item as a role of the presidents, with total agreement of 85.29 of all respondents.

Item 85,--"Should develop and encourage services to the community." On this item table 18, appendix E, page 225, indicated chi-square 4.28, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 93.48 percent positive, 4.35 percent neutral, and 2.17 percent negative; those of board members 87.50 percent positive, 11.46 percent neutral, and 1.04 percent negative; and those of faculty members 90.76 percent positive, 8.70 percent neutral, and .54 percent negative. It was then concluded that the three groups of respondents were strongly positive in their support of this item as a role of the presidents, with total agreement of 90.39 percent of all respondents.

Item 86,—"Should establish good relationships with other institutions of higher education, bot private and state." On this item table 18, appendix E, page 225, indicated chi-square .74, which was very small and was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty mem-

bers regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 97.83 percent positive and 2.17 percent neutral; those of board members 98.96 percent positive and 1.04 percent neutral; and those of faculty members 97.55 percent positive and 2.45 percent neutral. There was no response found to be negative. It was obvious that the three groups of respondents were very strongly positive in their support of this item as a role of the presidents, with total agreement of 97.84 percent of all respondents.

Item 87,--"Should write articles for public relations." On this item table 18, appendix E, page 225, indicated chi-square 4.55, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 84.78 percent positive and 15.22 percent neutral; those of board members 73.96 percent positive, 25 percent neutral, and 1.04 percent negative; and those of faculty members 71.74 percent positive, 27.72 percent neutral, and only .54 percent negative. It was then concluded that the three groups of respondents were strongly positive to support this item as a role of the presidents, with total agreement of 73.33 percent of all respondents.

Item 88,--"Should discuss the problems and needs of the institution with alumni, both individually or collectively." On this item table 18, appendix E, page 225, indicated chi-square .64, which was very small and was considered not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 73.91 percent positive, 21.74 percent neutral, and 4.35 percent negative; those of board members 75 percent positive, 21.87 percent neutral, and 3.13 percent negative; and those of faculty members 73.84 percent positive, 22.34 percent neutral, and 3.81 percent negative. It was then concluded that, in general, the three groups of respondents were strongly positive in their support of this item as a role of the presidents, with total agreement of 74.07 percent of all respondents.

X. Role in Government  
Offices Relations

Item 89,--"Should assume responsibility to build good relationships with the Office of Ministry of Education and Culture and other offices of the government related to higher education." On this item table 18, appendix E, page 225, indicated chi-square 3.48, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among

the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 95.65 percent positive and 4.35 percent neutral; those of board members 96.87 percent positive and 3.13 percent neutral; and those of faculty members 98.37 percent positive, 1.36 percent neutral, and only .27 percent negative. It was then concluded that the three groups of respondents were very strongly positive in their support of this item as a role of the presidents, with total agreement of 97.84 percent of all respondents.

Item 90,--"Should work closely with the Regional Coordinator of Private Higher Education in promoting or maintaining the status of the institution." On this item table 18, appendix E, page 225, indicated chi-square 5.93, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 100 percent positive; those of board members 98.96 percent positive and 1.04 percent neutral; those of faculty members 99.18 percent positive and only .82 percent neutral. There was no negative response among the three groups of respondents. It was very clear that the three groups of

respondents were very strongly positive in their support of this item as a role of the presidents, with total agreement of 99.22 percent of all respondents.

Item 91,--"Should present to the Office of Ministry of Education and Culture problems faced by the institution as the consequence of government laws and decisions." On this item table 18, appendix E, page 225, indicated chi-square 5.86, which was not significantly different at the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 76.09 percent positive, 15.22 percent neutral, and 8.70 percent negative; those of board members 85.42 percent positive, 8.33 percent neutral, and 6.25 percent negative; and those of faculty members 87.23 percent positive, 9.24 percent neutral, and 3.53 percent negative. Since only small portions of the responses were found on the negative side, it was concluded that the three groups of respondents were strongly positive in their support of this item as a role of the presidents, with total agreement of 85.88 percent of all respondents.

Item 92,--"Should seek subsidy and assistance from government funds." On this item table 18, appendix E, page 225, indicated chi-square 5.07, which was not significantly different at

the .05 probability level. The null hypothesis for this item must be retained, and it was concluded that there was no difference among the perceptions of the presidents, board members, and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 82.61 percent positive, 13.04 percent neutral, and 4.35 percent negative; those of board members 82.29 percent positive, 14.58 percent neutral, and 3.13 percent negative; and those of faculty members 83.97 percent positive, 14.67 percent neutral, and 1.36 percent negative. Considering that there was a small percentage of the responses on the negative side, it was still concluded that the three groups of respondents were very positive in their support of this item as a role of the presidents, with total agreement of 83.53 percent of all respondents.

Item 93,--"Should discuss with other presidents problems of private higher education and present resolutions to the Minister of Education and Culture." On this item table 18, appendix E, page 225, indicated chi-square 15.64, which was significantly different at the .05 probability level. The null hypothesis for this item must be rejected, and it was concluded that there was a difference among the perceptions of the presidents, board members and faculty members regarding this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column in table 18, the perceptions of the presidents were found to be 60.87 percent positive, 23.91 percent

neutral, and 15.22 percent negative; those of board members 60.42 percent positive, 28.12 percent neutral, and 11.46 percent negative; and those of faculty members 73.91 percent positive, 20.38 percent neutral, and 5.71 percent negative. Comparing the percentages of responses on the positive and negative sides, it was concluded that, in general, the three groups of respondents were positive in their support of this item as a role of the presidents, with total agreement of 70.20 percent of all respondents, and that the difference was small.

From previous analysis of hypothesis 1 with each of the ninety-three items in this study, it was found that

1. The null hypothesis of no difference must be rejected on fourteen of the items listed in table 3, and it was concluded that there were conflicts among the perceptions of the presidents, board members, and faculty members on these fourteen items as roles of the presidents. However, all the conflicts were found to be small.

2. The null hypothesis of no difference must be retained for the remaining seventy-nine items. The conclusion was drawn that there were no conflicts among the perceptions of the presidents, board members, and faculty members in accepting these seventy-nine items as roles of the presidents.

3. In general, all ninety-three items were evidently perceived by presidents, board members, and faculty members as acceptable roles of the presidents, as can be observed in table 4.

TABLE 4

CATEGORY OF THE NINETY-THREE ITEMS BASED  
ON TOTAL POSITIVE RESPONSES

Item	Description	Accepted 51-70%	Strongly accepted 71-90%	Very strongly accepted 91-100%
1	Establish organizational structure			96
2	Be responsible for overall operation		85	
3	Delegate his duties			98
4	Prepare short- and long-range planning			98
5	Initiate a constitution			91
6	Seek able people		89	
7	Compromise with pressure groups		79	
8	Avoid political party	65		
9	Lead activities toward the goals			98
10	Put the right people to work			100
11	Be able to work with all people		88	
12	Execute educational policies			97
13	Retain high moral values			99
14	Establish philosophy and objectives		88	
15	Define purposes and goals			98
16	Conduct periodic evaluation			98
17	Employ democratic attitudes			95
18	Develop criteria toward goal achievement		87	
19	Have final authority		76	
20	Define rights and responsibilities			95
21	Prepare annual budget		90	
22	Present annual budget to board			95
23	Implement the budget			92
24	Discuss budgetary problems		90	
25	Find ways to raise funds		88	
26	Explain current financial program			91
27	Establish salary schedule		72	



TABLE 4--Continued

Item	Description	Accepted 51-70%	Strongly accepted 71-90%	Very strongly accepted 91-100%
28	Provide scholarship		88	
29	Evaluate unit budget		88	
30	Pursue governmental financial support		81	
31	Give priority to academic programs			98
32	Promote instruction, research, and services			99
33	Prepare written educational plan			93
34	Teach courses	54		
35	Propose new courses		78	
36	More attention to educational needs		72	
37	Preside at commencement		88	
38	Be responsible for admissions standards		86	
39	Promote academic freedom		80	
40	Inspect campus and buildings		79	
41	Allocate funds for facilities improvement			91
42	Promote student respect for property			95
43	Recommend new buildings and equipment			97
44	Survey existing facilities			96
45	Discuss physical improvements			96
46	Promote the acceptance of <u>Pancasila</u>			94
47	Avoid irreligious influence			92
48	Promote respect toward religion			95
49	Promote religious spirit of staff and faculty		88	
50	Plan student religious activities		83	
51	Maintain good relations with board		99	
52	Prepare agenda for board meetings		74	
53	Present regular reports			96
54	Attend all board meetings		76	
55	Formulate policy with board			92

TABLE 4—Continued

Item	Description	Accepted 51-70%	Strongly accepted 71-90%	Very strongly accepted 91-100%
56	Prepare long-range planning with board			94
57	Present the needs to the board			95
58	Recommend salary increases to the board			94
59	Execute all decisions			95
60	Recommend promotion and demotion			91
61	Maintain good relations among faculty			99
62	Secure faculty participation on academic matters			96
63	Keep faculty and staff informed			93
64	Involve faculty in faculty-member selection	67		
65	Establish faculty evaluation system		85	
66	Protect faculty members			95
67	Ex-officio member of all committees	67		
68	Preside at faculty meetings		81	
69	Be essentially a mediator		74	
70	Mediate disputes			92
71	Take active role in student affairs	69		
72	Work with student leaders		79	
73	Be available to students for dialogue			92
74	Bring students and faculty close together			93
75	Appoint advisors for student clubs		72	
76	Help student government officers		89	
77	Develop system of student participation			91
78	Review student handbook		81	
79	Plan orientation programs		78	
80	Be responsible for student discipline		83	
81	Maintain good public relations			98

TABLE 4 --Continued

Item	Description	Accepted 51-70%	Strongly accepted 71-90%	Very strongly accepted 91-100%
82	Be closely associated with alumni			91
83	Contact influential citizens		83	
84	Mobilize public support		85	
85	Encourage services to community			90
86	Establish good relations with other institutions			98
87	Write articles for public relations		73	
88	Discuss problems and needs with alumni		74	
89	Build good relations with Ministry of Education			97
90	Work closely with <u>Kopertis</u> to maintain status			99
91	Present problems to the Ministry of Education		86	
92	Seek subsidy from government funds		84	
93	Present resolutions to the Minister of Education	70		

However, further studies are still needed to test the perceptions of similar groups of respondents in other territories of the country to ascertain whether the following six less positively supported items should be considered as roles of the president:

- (1) avoid involvement with political parties, (2) teach courses,
- (3) involve faculty in selection of new faculty members, (4) act as ex-officio member of all committees, (5) assume an active role

in student affairs, and (6) present resolutions to the Minister of Education.

### Hypothesis 2

After each of the ninety-three items have been analyzed in hypothesis 1, beginning with hypothesis 2, only the points of conflict are dealt with in the subsequent analyses up to hypothesis 8.

Hypothesis 2 stated: There is no significant difference in the role expectations of presidents as perceived by presidents and board members

This hypothesis was tested on each of the ninety-three items of the questionnaire by using contingency tables of chi-square. Chi-square coefficients and summary of the tables are presented in table 18, appendix E, page 225. The chi-square coefficients indicated that there were six items perceived to be in conflict by the two groups of respondents, as shown in table 5. These conflict items were:

Item 25,--"Should find ways and means in order to raise funds for the institution" (role in finance). Table 18, appendix E, page 225, indicated chi-square 9.89, which was found to be significantly different. The null hypothesis of no difference must be rejected, and it was concluded that there was conflict between the perceptions of the two groups regarding this item as a role of the presidents. However, by combining the two columns of strongly agree and agree into a single positive column, the difference was found to be small. Board members seemed to be somewhat more positive than presidents.

TABLE 5  
SUMMARY OF CONFLICT ITEMS BETWEEN PRESIDENTS AND BOARD MEMBERS

Item	Section	Description of item	$\chi^2$	d.f.
25	Finance	Should find ways and means in order to raise funds for the institution	9.89281	3
28	Finance	Should provide scholarship and financial aid for qualified students	11.06993	3
33	Academic Programs	Should prepare a written educational development plan	9.08107	3
34	Academic Programs	Should teach courses on a regular basis	10.79773	3
52	Board Relations	Should prepare agenda for board meetings	8.45380	3
54	Board Relations	Should attend all board meetings	10.02534	3

Critical value at .05 level of significance is 7.82 (d.f. 3).

Item 28,--"Should provide scholarship and financial aid for qualified students" (role in finance). Table 18, appendix E, page 225, indicated chi-square 11.07, which was found to be significantly different. The null hypothesis of no difference must be rejected, and it was concluded that there was a conflict between the perceptions of the presidents and board members regarding this item as a role of the presidents. However, by combining the two columns of strongly agree and agree into a single positive column, the difference, or conflict, was found to be small. Presidents were found to be somewhat more positive than board members.

Item 33,--"Should prepare a written educational development plan" (role in academic program). On this item, table 18, appendix E, page 225, indicated chi-square 9.08, which was found to be significantly different. The null hypothesis of no difference must be rejected, and it was concluded that there was a conflict in perceptions between presidents and board members regarding this item as a role of the presidents. However, by combining the two columns of strongly agree and agree into a single positive column, the difference was found to be small. Board members were found to be more positive than presidents.

Item 34,--"Should teach courses on a regular basis" (role in academic program). On this item, table 18, appendix E, page 225, indicated chi-square 10.80, which was found to be significantly different. The null hypothesis of no difference must be rejected, and it was concluded that there was a conflict in the perceptions between presidents and board members regarding this

item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column, the perceptions of the presidents were found to be more positive than those of board members. It was also of interest to note that more than 30 percent of the presidents and more than 40 percent of the board members perceived this role with a neutral attitude, which indicates that this role could be assumed or not assumed by the presidents, according to their particular interests and desires.

Item 52,--"Should prepare agenda for board meetings" (role in board relations). Table 18, appendix E, page 225, indicated chi-square 8.45, which was found to be significantly different. The null hypothesis of no difference must be rejected, and it was concluded that there was a conflict in the perceptions between the presidents and board members relative to this item as a role of the presidents. Combining the two columns of strongly agree and agree into a single positive column, it was found that on the whole, both groups perceived this role with a positive attitude. The perceptions of board members were found to be somewhat more positive than those of the presidents.

Item 54,--"Should attend all board meetings" (role in board relations). Table 18, appendix E, page 225, indicated chi-square 8.45, which was found to be significantly different. The null hypothesis of no difference must be rejected, and it was concluded that there was a conflict between perceptions of presidents and board members regarding this item as a role of the presidents. However, by combining the two columns of strongly

agree and agree into a single positive column, the difference was found to be small. Board members were more positive than were the presidents.

From previous analysis regarding hypothesis 2, it was concluded that out of the ninety-three roles considered in this study, there were six roles perceived with conflict by presidents and board members. In these six roles the null hypothesis of no difference must be rejected. However, in all six instances those differences, or conflicts, were found to be small.

### Hypothesis 3

There is no significant difference in the role expectations of presidents as perceived by presidents and faculty members.

This hypothesis was tested on each of the ninety-three items of the questionnaire by using contingency tables of chi-squares for both the presidents and faculty members as respondents. Chi-square coefficients and summary of the tables are presented in table 18, appendix E, page 225. The chi-square coefficients indicated nine items to be significantly different, or to be in conflict between the perceptions of the two groups, as shown in table 6. These conflict items were:

Item 25,--"Should find ways and means in order to raise funds for the institution" (role in finance). On this item table 18, appendix E, page 225, indicated chi-square 11.17, which was significantly different at the .05 probability level. The null hypothesis of no difference between the perceptions of the two groups must be rejected, and it was concluded that there was a



TABLE 6  
SUMMARY OF CONFLICT ITEMS BETWEEN PRESIDENTS AND FACULTY MEMBERS

Item	Section	Description of item	$\chi^2$	d.f.
25	Finance	Should find ways and means in order to raise funds for the institution	11.17352	3
32	Academic Programs	Should promote instruction, research, and community services as the primary functions of higher education	8.37500	3
33	Academic Programs	Should prepare a written educational development plan	10.94476	3
48	Spiritual Functions	Should organize and conduct efforts to promote respect toward religion and the belief in God	10.54814	3
51	Board Relations	Should maintain a good relationship with the board	13.97045	2
52	Board Relations	Should prepare agenda for board meetings	11.25257	3
54	Board Relations	Should attend all board meetings	13.04315	3
69	Faculty and Staff	Should be essentially a mediator rather than a leader	17.81596	3
93	Government Relations	Should discuss with other presidents problems of private higher education and present resolutions to the Minister of Education and Culture	8.19368	3

Critical values at .05 level of significance: 5.99 (d.f. 2); 7.82 (d.f. 3).

significant difference, or conflict, in the perceptions between the presidents and faculty members regarding this item as a role of the presidents. However, combining the two columns of strongly agree and agree into a single positive column, it was found that the two groups perceived this role with a positive attitude, although faculty members were found to be somewhat more positive than presidents. The conclusion was that the conflict was very small.

Item 32,—"Should promote instruction, research, and community services as the primary functions of higher education" (role in academic programs). On this item table 18, appendix E, page 225, indicated chi-square 8.38, which was significantly different at the .05 probability level. The null hypothesis of no difference between the perceptions of the two groups must be rejected, and it was concluded that there was a significant difference, or conflict, in the perceptions between the presidents and faculty members regarding this item as a role of the presidents. However, combining the two columns of strongly agree and agree into a single positive column, it was found that the two groups were very supportive toward this item as a role of the presidents. Conflict existed only when the columns of strongly agree and agree were considered separately.

Item 33,—"Should prepare a written educational development plan" (role in academic program). On this item table 18, appendix E, page 225, indicated chi-square 10.97, which was significantly different at the .05 probability level. The null

hypothesis of no difference between the perceptions of the two groups must be rejected, and it was concluded that there was a significant difference, or conflict, in the perceptions between the presidents and faculty members regarding this item as a role of the presidents. However, combining the two columns of strongly agree and agree into a single positive column, it was found that the two groups perceived this role very positively. The conclusion was drawn that the conflict must be very small.

Item 48,--"Should organize and conduct efforts to promote respect toward religion and the belief in God (role in spiritual functions). On this item table 18, appendix E, page 225, indicated chi-square 10.55, which was significantly different at the .05 probability level. The null hypothesis of no difference between the perceptions of the two groups must be rejected, and it was concluded that there was a significant difference, or conflict, in the perceptions between the presidents and faculty members regarding this item as a role of the presidents. However, combining the two columns of strongly agree and agree into a single positive column, it was found that each group was very positive. Therefore, it was concluded that the conflict in this area must be very small.

Item 51,--"Should maintain a good relationship with the board" (role in board relations). On this item table 18, appendix E, page 225, indicated chi-square 13.97, which was significantly different at the .05 probability level. The null hypothesis of no difference between the perceptions of the two groups must be rejected, and it was concluded that there was a significant

difference, or conflict, in the perceptions between the presidents and faculty members regarding this item as a role of the presidents. However, combining the two columns of strongly agree and agree into a single positive column, it was found that the perceptions of the two groups were close to 100 percent positive, and it was concluded that this conflict must be very small.

Item 52,—"Should prepare agenda for board meetings" (role in board relations). On this item table 18, appendix E, page 225, indicated chi-square 11.25, which was significantly different at the .05 probability level. The null hypothesis of no difference between the perceptions of the two groups must be rejected, and it was concluded that there was a significant difference, or conflict, in the perceptions between the presidents and faculty members regarding this item as a role of the presidents. However, combining the two columns of strongly agree and agree into a single positive column, it was found that the two groups perceived this role more positively than negatively as a role of the presidents. Faculty members were found to be more positive than presidents.

Item 54,—"Should attend all board meetings" (role in board relations). On this item table 18, appendix E, page 225, indicated chi-square 13.04, which was significantly different at the .05 probability level. The null hypothesis of no difference between the perceptions of the two groups must be rejected, and it was concluded that there was a significant difference, or conflict, in the perceptions between the presidents and faculty members regarding this item as a role of the presidents. However,

combining the two columns of strongly agree and agree into a single positive column, it was found that the two groups were both positive in their support of this item as a role of the president. It was concluded that the conflict on this item was relatively small.

Item 69,—"Should be essentially a mediator rather than a leader" (role in faculty and staff relations). On this item table 18, appendix E, page 225, indicated chi-square 17.83, which was significantly different at the .05 probability level. The null hypothesis of no difference between the perceptions of the two groups must be rejected, and it was concluded that there was a significant difference, or conflict, in the perceptions between the presidents and faculty members regarding this item as a role of the presidents. Thirty percent of the presidents disagreed with this item as one of their roles, while faculty members who disagreed comprised only 11 percent. However, by combining the two columns of strongly agree and agree into a single positive column, it was found that these two groups perceived this item more positively than negatively as a role of the president. The conclusion was drawn that the conflict in this area must be relatively small.

Item 93,—"Should discuss with other presidents problems of higher education and present resolutions to the Minister of Education and Culture" (role in government relations). On this item table 18, appendix E, page 225, indicated chi-square 8.19, which was significantly different at the .05 probability level. The null hypothesis of no difference between the perceptions of

the two groups must be rejected, and it was concluded that there was a significant difference, or conflict, in the perceptions between the presidents and faculty members regarding this item as a role of the presidents. However, combining the two columns of strongly agree and agree into a single positive column, both groups were found to be more positive than negative in their support of this item as a role of the presidents. Since the perceptions of both groups were basically positive, it was concluded that the conflict between them in this area must be relatively small.

The analysis of hypothesis 3 indicated the following conclusions:

1. Nine items or roles were perceived by presidents and faculty members with conflict, as shown in table 6. The null hypothesis of no difference must be rejected for these nine items and retained for the remaining eighty-four items.

2. Since all the conflicting items were perceived by the presidents and faculty members more positively than negatively, it was also concluded that these conflicts were small.

#### Hypothesis 4

There is no significant difference in the role expectation of presidents as perceived by board members and faculty members.

This hypothesis was tested on each of the ninety-three items or roles in the questionnaire by using contingency tables of chi-squares with board members and faculty members as respondents. Chi-square coefficients and summary of the tables are

presented in table 18, appendix E, page 225. The chi-square coefficients indicated eleven items perceived with conflicts by the two groups of respondents, as shown in table 7. These items were:

Item 1,--"Should establish a clear organizational structure of the institution" (role in general administration). On this item, table 18, appendix E, page 225, indicated chi-square 7.83, which was significantly different at the .05 probability level. The null hypothesis of no difference between the perceptions of the two groups must be rejected, and it was concluded that there was a significant difference, or conflict, in the perceptions between the board members and faculty members regarding this item as a role of the presidents. However, combining the two columns of strongly agree and agree into a single positive column, it was found that this item was very strongly accepted by board members and faculty members as a role of the presidents. It was therefore concluded that the difference, or conflict, in the perceptions of these two groups on this item must be small.

Item 8,--"Should avoid involvement with a political party in the society" (role in general administration). On this item, table 18, appendix E, page 225, indicated chi-square 7.83, which was significantly different at the .05 probability level. The null hypothesis of no difference between the perceptions of the two groups must be rejected, and it was concluded that there was a significant difference, or conflict, in the perceptions between the board members and faculty members regarding this item as a role of the presidents. However, combining the two columns of strongly

TABLE 7

## SUMMARY OF CONFLICT ITEMS BETWEEN BOARD MEMBERS AND FACULTY MEMBERS

Item	Section	Description of item	$\chi^2$	d.f.
1	General Administration	Should establish a clear organizational structure of the institution	7.83075	3
8	General Administration	Should avoid involvement with a political party in the society	10.27806	3
9	General Administration	Should lead activities toward the goals as specified by the board and the institution	8.00786	3
28	Finance	Should provide scholarship and financial aid for qualified students	13.62661	3
49	Spiritual Functions	Should promote a religious spirit in the staff and faculty	10.82740	3
50	Spiritual Functions	Should make plans with faculty and staff for student religious activities	9.24137	3
53	Board Relations	Should prepare and present regular reports to the board	12.15725	3
61	Faculty & Staff	Should maintain good working relationships among faculty members and staff	12.59768	2
62	Faculty & Staff	Should secure faculty participation on academic matters and instructional policy	9.38877	3
64	Faculty & Staff	Should involve faculty in the selection of new faculty members	11.20929	3
93	Government Relations	Should discuss with other presidents problems of private higher education and present resolutions to the Minister of Education and Culture	10.21244	3

Critical values at .05 level of significance: 7.82 (d.f. 3); 5.99 (d.f. 2).



agree and agree into a single positive column, it was found that, in general, this item was accepted by both board members and faculty members as a role of the presidents. It was therefore concluded that the difference, or conflict, in the perceptions of the two groups on this item must be small.

Item 9,--"Should lead activities toward the goals as specified by the board and by the institution" (role in general administration). On this item, table 18, appendix E, page 225, indicated chi-square 8.01, which was significantly different at the .05 probability level. The null hypothesis of no difference between the perceptions of the two groups must be rejected, and it was concluded that there was a significant difference, or conflict, in the perceptions between the board members and faculty members regarding this item as a role of the presidents. However, combining the two columns of strongly agree and agree into a single positive column, it was found that this item was very strongly accepted by both groups to be a role of the presidents. It was concluded that the conflict in this area must be small.

Item 28,--"Should provide scholarship and financial aid for qualified students" (role in finance). On this item, table 18, appendix E, page 225, indicated chi-square 13.63, which was significantly different at the .05 probability level. The null hypothesis of no difference between the perceptions of the two groups must be rejected, and it was concluded that there was a significant difference, or conflict, in the perceptions between the board members and faculty members regarding this item as a role

of the presidents. However, combining the two columns of strongly agree and agree into a single positive column, it was found that this item was strongly accepted by both board members and faculty members to be a role of the presidents. It was therefore concluded that the conflict of perceptions in this area must be small.

Item 49,--"Should promote a religious spirit in the staff and faculty" (role in spiritual functions). On this item, table 18, appendix E, page 225, indicated chi-square 10.83, which was significantly different at the .05 probability level. The null hypothesis of no difference between the perceptions of the two groups must be rejected, and it was concluded that there was a significant difference, or conflict, in the perceptions between the board members and faculty members regarding this item as a role of the presidents. However, combining the two columns of strongly agree and agree into a single positive column, it was found that this item was strongly accepted by both groups to be a role of the presidents. It was therefore concluded that the conflict in this area must be small.

Item 50,--"Should make plans with faculty and staff for student religious activities" (role in spiritual functions). On this item, table 18, appendix E, page 225, indicated chi-square 9.24, which was significantly different at the .05 probability level. The null hypothesis of no difference between the perceptions of the two groups must be rejected, and it was concluded that there was a significant difference, or conflict, in the perceptions between the board members and faculty members regarding this

item as a role of the presidents. However, combining the two columns if strongly agree and agree into a single positive column, it was found that this item was strongly accepted by the two groups as a role of the presidents. It was therefore concluded that the conflict in this area must be small.

Item 53,--"Should prepare and present regular reports to the board" (role in board relations). On this item, cable 18, appendix E, page 225, indicated chi-square 12.16, which was significantly different at the .05 probability level. The null hypothesis of no difference between the perceptions of the two groups must be rejected, and it was concluded that there was a significant difference, or conflict, in the perceptions between the board members and faculty members regarding this item as a role of the presidents. However, combining the two columns of strongly agree and agree into a single positive column, it was found that this item was very strongly accepted by the two groups to be a role of the presidents. It was therefore concluded that the conflict in this area must be small.

Item 61,--"Should maintain good working relationships among faculty members and staff" (role in faculty and staff relations). On this item, table 18, appendix E, page 225, indicated chi-square 12.60, which was significantly different at the .05 probability level. The null hypothesis of no difference between the perceptions of the two groups must be rejected, and it was concluded that there was a significant difference, or conflict, in the perceptions between the board members and faculty members

regarding this item as a role of the presidents. However, combining the two columns of strongly agree and agree into a single positive column, it was found that this item was very strongly accepted as a role of the presidents by both groups of respondents. It was therefore concluded that the conflict in this area must be small.

Item 62,--"Should secure faculty participation on academic matters and instructional policy" (role in faculty and staff relations). On this item, table 18, appendix E, page 225, indicated chi-square 9.39, which was significantly different at the .05 probability level. The null hypothesis of no difference between the perceptions of the two groups must be rejected, and it was concluded that there was a significant difference, or conflict, in the perceptions between the board members and faculty members regarding this item as a role of the presidents. However, combining the two columns of strongly agree and agree into a single positive column, it was found that this item was very strongly accepted by the two groups to be a role of the presidents. It was therefore concluded that the conflict in this area must be small.

Item 64,--"Should involve faculty in the selection of new faculty members" (role in faculty and staff relations). On this item, table 18, appendix E, page 225, indicated chi-square 11.21, which was significantly different at the .05 probability level. The null hypothesis of no difference between the perceptions of the two groups must be rejected, and it was concluded that there

was a significant difference, or conflict, in the perceptions between the board members and faculty members regarding this item as a role of the presidents. However, combining the two columns of strongly agree and agree into a single positive column, it was found that this item was generally accepted as a role of the presidents by both groups. It was concluded that the conflict in this area must be small.

Item 93,--"Should discuss with other presidents problems of private higher education and present resolutions to the Minister of Education and Culture" (role in government relations). On this item, table 18, appendix E, page 225, indicated chi-square 10.21, which was significantly different at the .05 probability level. The null hypothesis of no difference between the perceptions of the two groups must be rejected, and it was concluded that there was a significant difference, or conflict, in the perceptions between the board members and faculty members regarding this item as a role of the presidents. However, combining the two columns of strongly agree and agree into a single positive column, it was found that this item was generally accepted to be a role of the presidents by both groups. It was therefore concluded that the conflict in this area must be small.

From the analysis of hypothesis 4, the following conclusions were drawn:

1. Out of the ninety-three items of roles which were tested in this study, eleven items or roles were found to be in conflict, as presented in table 7. The null hypothesis of no

difference must be rejected for these items and it was concluded that there were conflicts between board members and faculty members in their perceptions on these eleven items. However, it was also indicated that all of these conflicts were small.

2. There were no conflicts between board members and faculty members regarding the remaining eighty-two items. The null hypothesis of no difference should be retained for these.

#### Hypothesis 5

Hypotheses 5, 6, and 7 related to the perceptions of the respondents representing the three types of private institutions of higher education in West Java; namely, universities, sekolah tinggi, and academies. The three groups of respondents--presidents, board members, and faculty members--were combined under each type of institution in order to make comparisons. The perceptions among the three types of institutions were first tested, followed by comparison between the perceptions of each of two types of institutions.

Hypothesis 5 stated: There is no significant difference in the role expectations of presidents as perceived by respondents of universities, sekolah tinggi, and academies.

This hypothesis was tested on each of the ninety-three items of the questionnaire by using contingency tables of chi-squares for each of the three types of institutions as respondents. Chi-square coefficients and summary of tables are presented in table 19, appendix F, page 245. The chi-square coefficients

indicated thirty-seven items to be in conflict, as shown in table 8.

These thirty-seven items were found in various areas, or roles, and consisted of nine items in general administration, two in finance, five in academic programs, two in physical facilities, three in spiritual functions, two in board relations, three in faculty and staff relations, two in student relations, six in public relations, and three in government offices relations.

The null hypothesis of no difference must be rejected for these thirty-seven items or roles, and it was concluded that there were conflicts among the respondents representing universities, sekolah tinggi, and academies in their perceptions of these thirty-seven items as a role of the presidents. However, looking at Cramer's phi-coefficients on the ninety-three items in table 19, appendix F, page 245, it was found that all coefficients were small--less than .3--which indicated only small differences among the perceptions of the respondents representing the three types of institutions. Cramer's phi-coefficients are a measure of association and always vary between zero and one (see Welkowitz, Ewen & Cohen, 1976, p. 256). It was then concluded that out of ninety-three items or roles in this study, thirty-seven items were found to be in conflict as perceived by the three types of institutions--universities, sekolah tinggi, and academies. However, all of these conflicts were found to be small.

Comparing the perceptions of the respondents of the three types of institutions with the three groups--presidents, board

TABLE 8  
SUMMARY OF CONFLICT ITEMS AMONG UNIVERSITIES, SEKOLAH TINGGI,  
AND ACADEMIES

Item	Section	Description of item	$\chi^2$	d.f.
1	General Administration	Should establish a clear organization structure of the institution	80.36385	6
2	General Administration	Should be responsible for overall operation of the institution	22.79010	6
5	General Administration	Should initiate formulation of a constitution for the institution	65.63330	6
11	General Administration	Should be able to work with all people at all levels	17.75974	6
12	General Administration	Should be responsible for the execution of educational policies of the institution	14.84949	6
13	General Administration	Should retain high moral values	19.70807	6
14	General Administration	Should establish the institution philosophy and clearly defined objectives.	34.53752	6
19	General Administration	Should have final authority in all matters affecting institutional works	19.99945	6
20	General Administration	Should clearly define the rights and responsibilities of staff, faculty, and students	15.93059	6
25	Finance	Should find ways and means in order to raise funds for the institution	30.90773	6
26	Finance	Should explain with the cooperation of business manager, the current financial program of the institution to the board	17.27109	6



TABLE 8--Continued

Item	Section	Description of item	x <sup>2</sup>	d.f.
34	Academic Programs	Should teach courses on a regular basis	15.01044	6
35	Academic Programs	Should propose new courses and programs for the institution	28.95575	6
36	Academic Programs	Should give more consideration to educational needs rather than to cost factors in budget planning	12.79824	6
38	Academic Programs	Should be responsible for structuring admissions standards	16.44604	6
39	Academic Programs	Should promote academic freedom	25.27478	6
40	Physical Facilities	Should inspect campus, buildings, and facilities periodically, at least once a year	21.06879	6
41	Physical Facilities	Should allocate funds from the budget for the improvement of buildings and facilities	13.32148	6
48	Spiritual Functions	Should organize and conduct efforts to promote respect toward religion and the belief in God	21.40097	6
49	Spiritual Functions	Should promote a religious spirit in the staff and faculty	19.02826	6
50	Spiritual Functions	Should make plans with faculty and staff for student religious activities	25.06351	6
52	Board Relations	Should prepare agenda for board meetings	34.86407	6
59	Board Relations	Should execute all decisions officially agreed upon by the board	14.14195	6
64	Faculty and Staff	Should involve faculty in the selection of new faculty members	17.17886	6

TABLE 8--Continued

Item	Section	Description of item	x <sup>2</sup>	d.f.
67	Faculty and Staff	Should act as ex-officio member of all committees of the institution	13.23297	6
68	Faculty and Staff	Should preside at faculty meetings of the institution	26.56287	6
72	Student Relations	Should work closely with student government leaders	15.26643	6
75	Student Relations	Should appoint advisors for student clubs and organizations	12.88886	6
82	Public and Alumni	Should be closely associated with alumni in order to get their support for the institution	12.93311	6
83	Public and Alumni	Should contact and interact with influential citizens	20.08282	6
84	Public and Alumni	Should mobilize public support for higher education	18.43437	6
85	Public and Alumni	Should develop and encourage services to the community	15.11842	6
87	Public and Alumni	Should write articles for public relations	17.81021	6
88	Public and Alumni	Should discuss the problems and needs of the institution with alumni, both individually or collectively	14.11287	6
91	Government Relations	Should present to the Office of Ministry of Education and Culture problems faced by the institution as the consequence of government laws and decisions	56.58981	6

TABLE 8---Continued

Item	Section	Description of item	$\chi^2$	d.f.
92	Government Relations	Should seek subsidy and assistance from government funds	20.01396	6
93	Government Relations	Should discuss with other presidents problems of private higher education and present resolutions to the Minister of Education and Culture	23.14458	6

Critical value at .05 level of significance is 12.59 (d.f. 6).

members, and faculty members--it was clear that conflict items among the perceptions of institutions were greater than the conflict items among the groups. Thirty-seven items were found to be in conflict among the institutions, while only fourteen items were in conflict among the groups. The types of institution must have had a significant effect on these conflicts.

It was then hypothesized that the role expectations for presidents of different types of institutions--universities, sekolah tinggi, and academies--might be different. However, since all the significant differences, or conflicts, found in this study were relatively small, it was also assumed that these differences in the role expectations of different types of institutions would also be small.

Reviewing the conflict items by the perceptions of the three groups of respondents--presidents, board members, and faculty members--and the conflict items by the perceptions of the respondents of the three types of institutions--universities, sekolah tinggi, and academies--six items were found to be in conflict, as presented in table 9. Of these six conflicting items or roles, one was in the area of finance ("should find ways and means in order to raise funds for the institution"), one in the area of physical facilities ("should allocate funds from the budget for the improvement of buildings and facilities"), one in the area of spiritual functions ("should promote a religious spirit in the staff and faculty"), one in the area of board relations ("should prepare agenda for board meetings"), one in the area of faculty

TABLE 9

## SUMMARY OF CONFLICT ITEMS BETWEEN THE THREE GROUPS AND THE THREE INSTITUTIONS

Item	Section	Description of items	Chi-square			
			By groups	d.f.	By institutions	d.f.
25	Finance	Should find ways and means in order to raise funds for the institution	15.66250	6	30.90773	6
41	Physical Facilities	Should allocate funds from the budget for the improvement of buildings and facilities	13.79553	6	13.32148	6
49	Spiritual Functions	Should promote a religious spirit in the staff and faculty	13.99974	6	19.02826	6
52	Board Relations	Should prepare agenda for board meetings	13.63856	6	34.86407	6
64	Faculty and Staff	Should involve faculty in the selection of new faculty members	14.99418	6	17.17886	6
93	Government Relations	Should discuss with other presidents problems of private higher education and present resolutions to the Minister of Education and Culture	15.64350	6	23.14458	6

Critical value at .05 level of significance: 12.59 (d.f. 6).

and staff relations ("should involve faculty in the selection of new faculty members"), and one in the area of government relations ("should discuss with other presidents problems of private higher education and present resolutions to the Minister of Education and Culture"). On each item the most significant chi-square coefficients appeared to be higher for the perceptions of institutions than for the perceptions of the groups. However, Cramer's phi-coefficients in table 18, appendix E, page 225, and table 19, appendix F, page 245, indicated that all of the differences, or conflicts, regarding this items were small.

#### Hypothesis 6

There is no significant difference in the role expectations of presidents as perceived by universities and sekolah tinggi.

This hypothesis was tested on each of the ninety-three items of the questionnaire by using contingency tables of chi-squares. Chi-square coefficients and summary of the tables are presented in table 19, appendix F, page 245, by including only the two types of institutions for this hypothesis, namely, universities and sekolah tinggi, as respondents.

Based on critical values of 7.82 with three degrees of freedom and 5.99 with two degrees of freedom at .05 level of significance, the chi-square coefficients indicated thirty-one items to be in conflict, as shown in table 10. These conflict items consisted of ten items in the area of general administration, two items in finance, three items in academic programs, two items in

TABLE 10  
SUMMARY OF CONFLICT ITEMS BETWEEN UNIVERSITIES AND SEKOLAH TINGGI

Item	Section	Description of Item	$\chi^2$	d.f.
1	General Administration	Should establish a clear organizational structure of the institution	41.81229	3
2	General Administration	Should be responsible for the overall operation of the institution	15.35302	3
4	General Administration	Should prepare short- and long-range planning for improvement of the institution's programs	10.22080	3
5	General Administration	Should initiate formulation of a constitution for the institution	35.15492	3
11	General Administration	Should be able to work with all people at all levels	14.51452	3
12	General Administration	Should be responsible for the execution of educational policies of the institution	8.55283	3
13	General Administration	Should retain high moral values	14.33739	3
14	General Administration	Should establish the institution philosophy and clearly defined objectives	26.13866	3
19	General Administration	Should have final authority in all matters affecting institution works	8.78075	3
20	General Administration	Should clearly define the rights and responsibilities of staff, faculty, and students	13.56241	3
25	Finance	Should find ways and means in order to raise funds for the institution	19.97650	3

TABLE 10--Continued

Item	Section	Description of Item	$\chi^2$	d.f.
26	Finance	Should explain with the cooperation of business manager the current financial program of the institution to the board	8.00386	3
34	Academic Programs	Should teach courses on a regular basis	8.05295	3
35	Academic Programs	Should propose new courses and programs for the institution	10.67505	3
39	Academic Programs	Should promote academic freedom	14.79152	3
40	Physical Facilities	Should inspect campus, buildings, and facilities periodically, at least once a year	13.94134	3
41	Physical Facilities	Should allocate funds from the budget for the improvement of buildings and facilities	10.12184	3
48	Spiritual Functions	Should organize and conduct efforts to promote respect toward religion and the belief in God	14.93348	2
49	Spiritual Functions	Should promote a religious spirit in the staff and faculty	13.09521	3
50	Spiritual Functions	Should make plans with faculty and staff for student religious activities	11.60905	3
52	Board Relations	Should prepare agenda for board meetings	24.96980	3
64	Faculty and Staff	Should involve faculty in the selection of new faculty members	10.21974	3
68	Faculty and Staff	Should preside at faculty meetings of the institution	11.27762	3
69	Faculty and Staff	Should be essentially a mediator rather than a leader	9.16050	3



TABLE 10--Continued

Item	Section	Description of item	$\chi^2$	d.f.
72	Student Relations	Should work closely with student government leaders	9.68436	3
75	Student Relations	Should appoint advisors for student clubs and organizations	10.30585	3
84	Public and Alumni	Should mobilize public support for higher education	10.23136	3
85	Public and Alumni	Should develop and encourage services to the community	10.52211	3
91	Government Relations	Should present to the Office of Ministry of Education and Culture problems faced by the institution as the consequence of government laws and decisions	45.59131	3
92	Government Relations	Should seek subsidy and assistance from government funds	11.24926	3
93	Government Relations	Should discuss with other presidents problems of private higher education and present resolutions to the Minister of Education and Culture	18.52043	3

Critical values at .05 level of significance: 7.82 (d.f. 3); 5.99 d.f. 2).

physical facilities, three items in spiritual functions, one item in board relations, three items in faculty and staff relations, two items in student relations, two items in public and alumni relations, and three items in government relations. These thirty-one items were found in all ten areas or roles covered in this study.

The null hypothesis of no difference must be rejected on these thirty-one items, and it was concluded that there were significant differences, or conflicts, between universities and sekolah tinggi regarding the perceptions of these items as roles of the presidents. However, by combining the two columns of strongly agree and agree on each of those thirty-one items, it was found that, in general, each item was perceived with either a positive or a very positive attitude, and that all thirty-one items were accepted by the two types of institutions as roles of the presidents. It was, therefore, concluded that out of the ninety-three items of roles considered in this study, thirty-one were perceived by universities and sekolah tinggi as significant items of conflict. However, all of these conflict areas were found to be small. Therefore, all ninety-three items or roles were accepted as roles of the presidents.

#### Hypothesis 7

There is no significant difference in the role expectations of presidents as perceived by universities and academies.

This hypothesis was tested on each of the ninety-three items of the questionnaire by using contingency tables of

chi-squares. Chi-square coefficients and summary of the tables are presented in table 19, appendix F, page 245, by considering only the two institutions for this hypothesis; namely, universities and academies, as respondents.

On the basis of critical values of 7.82 with three degrees of freedom, and 5.99 with two degrees of freedom at the .05 level of significance, the chi-square coefficients as presented in table 19 indicated twenty-one items to be in conflict, as shown in table 11. Of these twenty-one items, two were found to be in the area of general administration, one in finance, four in academic programs, two in spiritual functions, three in board relations, two in faculty and staff relations, one in student relations, three in public relations, and three in government relations. These conflict items were found in almost all of the areas covered by this study; in fact, all except physical facilities.

The null hypothesis of no difference must be rejected on these twenty-one items, and it was concluded that there were differences, or conflicts, between universities and academies regarding these items as roles of the presidents. However, by combining the two columns of strongly agree and agree into a single positive column on each of the twenty-one items in conflict, it was found that each item was perceived by both of the two types of institutions with either positive or very positive attitudes, and in general, these twenty-one items were accepted as roles of the presidents.

It was, therefore, concluded that out of the ninety-three

TABLE 11  
SUMMARY OF CONFLICT ITEMS BETWEEN UNIVERSITIES AND ACADEMIES

Item	Section	Description of item	$x^2$	d.f.
3	General Administration	Should delegate part of his duties to his subordinates	7.15000	2
19	General Administration	Should have final authority in all matters affecting institutional works	12.27602	3
26	Finance	Should explain with the cooperation of business manager, the current financial program of the institution to the board	12.01594	3
34	Academic Programs	Should teach courses on a regular basis	8.66895	3
35	Academic Programs	Should propose new courses and programs for the institution	23.50031	3
38	Academic Programs	Should be responsible for structuring admissions standards	13.36406	3
39	Academic Programs	Should promote academic freedom	11.03967	3
49	Spiritual Functions	Should promote a religious spirit in the staff and faculty	14.06718	3
50	Spiritual Functions	Should make plans with faculty and staff for student religious activities	19.04451	3
52	Board Relations	Should prepare agenda for board meetings	9.32458	3
56	Board Relations	Should work together with the board in the preparation of long-range plans for the institution	9.29399	3
59	Board Relations	Should execute all decisions officially agreed upon by the board	10.51744	3

TABLE 11--Continued

Item	Section	Description of item	$\chi^2$	d.f.
64	Faculty and Staff	Should involve faculty in the selection of new faculty members	8.05413	3
65	Faculty and Staff	Should preside at faculty meetings of the institution	11.27762	3
76	Student Relations	Should be essentially a mediator rather than a leader	11.26212	3
82	Public and Alumni	Should be closely associated with alumni in order to get their support for the institution	9.21852	3
83	Public and Alumni	Should contact and interact with influential citizens	17.76180	3
87	Public and Alumni	Should write articles for public relations	13.90436	3
91	Government Relations	Should present to the Office of Ministry of Education and Culture problems faced by the institution as the consequence of government laws and decisions	20.18697	3
92	Government Relations	Should seek subsidy and assistance from government funds	10.24384	3
93	Government Relations	Should discuss with other presidents problems of private higher education and present resolutions to the Minister of Education and Culture	12.43095	3

Critical values at .05 level of significance: 5.99 (d.f.2); 7.82 (d.f.3).

items, or roles, presented in this study, twenty-one were perceived by the respondents of universities and academies as significant conflict items. However, all of these conflicts were found to be small. The ninety-three items, or roles, then, were accepted as roles of the presidents.

#### Hypothesis 8

There is no significant difference in the role expectations of presidents as perceived by sekolah tinggi and academies.

This hypothesis was tested on each of the ninety-three items of the questionnaire by using contingency tables of chi-squares. Chi-square coefficients and summary of the tables are presented in table 19, appendix F, page 245, by including only the two types of institutions for this hypothesis--sekolah tinggi and academies--as respondents.

Based on critical values of 7.82 with three degrees of freedom, and 5.99 with two degrees of freedom at the .05 level of significance, the chi-square coefficients indicated that twenty-eight items, or roles, were in conflict, as shown in table 12. Of these twenty-eight conflict items, eight were found to be in the area of general administration, four in the area of finance, three in the area of academic programs, one in physical facilities, one in spiritual functions, two in board relations, one in faculty and staff relations, three in student relations, four in public and alumni relations, and one in government relations. These twenty-eight conflict items were found in all ten areas or roles considered in this study.

TABLE 12  
SUMMARY OF CONFLICT ITEMS BETWEEN SEKOLAH TINGGI AND ACADEMIES

Item	Section	Description of Item	$\chi^2$	d.f.
1	General Administration	Should establish a clear organizational structure of the institution	47.75549	3
2	General Administration	Should be responsible for the overall operation of the institution	17.26843	3
5	General Administration	Should initiate formulation of a constitution for the institution	45.35945	3
7	General Administration	Should occasionally compromise with local pressure groups	8.26182	3
12	General Administration	Should be responsible for the execution of educational policies of the institution	12.75395	3
13	General Administration	Should retain high moral values	14.17820	3
14	General Administration	Should establish the institution philosophy and clearly defined objectives	18.45763	3
20	General Administration	Should clearly define the rights and responsibilities of staff, faculty, and students	9.86428	3
23	Finance	Should implement the budget after the approval of the board	7.93104	3
25	Finance	Should find ways and means in order to raise funds for the institution	19.44493	3
27	Finance	Should establish a salary schedule for the institution	8.83857	3
28	Finance	Should provide scholarship and financial aid for qualified students	12.23007	3

TABLE 12--Continued

Item	Section	Description of item	$\chi^2$	d.f.
36	Academic Programs	Should give more consideration to educational needs rather than to cost factors in budget planning	12.26255	3
38	Academic Programs	Should be responsible for structuring admissions standard	11.22367	3
39	Academic Programs	Should promote academic freedom	15.54466	3
40	Physical Facilities	Should inspect campus, buildings, and facilities periodically, at least once a year	19.15952	3
48	Spiritual Functions	Should organize and conduct efforts to promote respect toward religion and the belief in God	13.269.13	3
52	Board Relations	Should prepare agenda for board meetings	15.81819	3
58	Board Relations	Should make recommendations to the board concerning salary increases for faculty and staff	8.19264	3
67	Faculty and Staff	Should act as ex-officio member of all committees of the institution	9.70629	3
72	Student Relations	Should work closely with student government leaders	12.33922	3
75	Student Relations	Should appoint advisors for student clubs and organizations	8.31306	3
80	Student Relations	Should be responsible for student discipline	8.95040	3
84	Public and Alumni	Should mobilize public support for higher education	14.50027	3



TABLE 12--Continued

Item	Section	Description of item	$\chi^2$	d.f.
85	Public and Alumni	Should develop and encourage services to the community	8.34842	3
87	Public and Alumni	Should write articles for public relations	8.48206	3
88	Public and Alumni	Should discuss the problems and needs of the institution with alumni, both individually or collectively	8.01894	3
91	Government Relations	Should present to the Office of Ministry of Education and Culture problems faced by the institution as the consequence of government laws and decisions	16.96120	3

Critical values at .05 level of significance: 7.82 (d.f.3).

The null hypothesis of no difference must be rejected for these twenty-eight items, and it was concluded that there were significant differences, or conflicts, between sekolah tinggi and academies regarding the perceptions of these items as roles of the presidents. However, by combining the two columns of strongly agree and agree into a single positive column on each of the twenty-eight items, it was found that each item was perceived by each of the two types of institutions with either positive or very positive attitudes, and in general, all twenty-eight items, or roles, were accepted as roles of the presidents.

It was, therefore, concluded that out of the ninety-three items, or roles, presented in this study, twenty-eight items were perceived by respondents of sekolah tinggi and academies as significant conflict items. However, all of these conflict items were found to be small. The ninety-three roles, then, were accepted as roles of the presidents.

#### Hypothesis 9

There is no consensus in rankings of agreement of all items ranked from the highest degree of agreement to the lowest among presidents, board members, and faculty members.

Hypothesis 9 pertained to the rankings of agreement of the ninety-three roles of the presidents as perceived by presidents, board members, and faculty members, respectively. The three rankings were tested to ascertain whether or not there was significant consensus of agreement among the three groups of respondents.

The catscale program of the computer was used to obtain

scale values for each item in each group of respondents. Those values were then sorted in order to obtain rank order of agreement. The three sets of rankings were tested using Kendall's coefficient of concordance  $W$ ., since this test is applicable to more than two sets of rankings (see Daniel, 1978, pp. 326-27, and Ferguson, 1976, p. 373).

Table 13 indicated that Kendall's coefficient of concordance was  $W = .929367$ , a sufficiently large value of  $W$  which is close to number one and would lead to the rejection of the null hypothesis of no association among the rankings (Daniel, p. 329). The coefficient of  $W = .929367$  indicated that the null hypothesis of no consensus in rankings of agreement among presidents, board members, and faculty members, must be rejected, and the conclusion made that there was a close consensus in the rankings of agreement of the ninety-three roles of presidents as perceived by presidents, board members, and faculty members.

By using the formula of  $\chi^2 = m(n-1)W$ , where  $m$  = number of rankings and  $n$  = number of items (Daniel. p. 329),  $\chi^2$  was found to be 256.50529, which was very significant at the .05 level of significance, with 92 degrees of freedom. Therefore, the hypothesis of no consensus of agreement among the three groups of respondents must be rejected.

#### Hypothesis 10

There is no consensus in rankings of agreement of all items ranked from the highest degree of agreement to the lowest among universities, sekolah tinggi, and academies.

TABLE 13

SCALE VALUES AND RANKS FOR NINETY-THREE ITEMS AS  
PERCEIVED BY PRESIDENT, BOARD, AND FACULTY

Item	President		Board		Faculty	
	Rank	Scale Value	Rank	Scale Value	Rank	Scale Value
1	1	1.6950	1	1.6490	6	1.3870
2	18	1.2130	24	1.1480	52	.9746
3	17	1.2390	19	1.1810	19	1.1880
4	9	1.4100	9	1.3830	8	1.3630
5	61	.8647	53	.9057	46	1.0110
6	43	.9360	26	1.1120	27	1.1250
7	87	.4657	78	.7057	72	.7794
8	62	.8598	57	.8820	85	.6569
9	10	1.3370	5	1.4180	22	1.1700
10	3	1.5830	2	1.5530	1	1.7500
11	13	1.2890	46	.9578	38	1.0670
12	12	1.3130	17	1.1850	13	1.2510
13	5	1.5120	4	1.4710	2	1.7260
14	42	.9486	37	1.0120	39	1.0630
15	20	1.1470	27	1.1080	21	1.1760
16	14	1.2880	15	1.2030	14	1.2430
17	22	1.1350	45	.9709	26	1.1270
18	58	.8714	59	.8510	66	.8336
19	77	.6386	81	.6708	79	.7060
20	24	1.1260	28	1.0870	12	1.2630
21	57	.8775	34	1.0390	41	1.0500
22	25	1.1150	16	1.1900	33	1.0930
23	49	.9220	23	1.1590	55	.9607
24	27	1.0780	51	.9207	61	.8918
25	67	.8227	47	.9483	36	1.0760
26	48	.9277	40	.9817	49	.9874
27	85	.5325	88	.5197	77	.7097
28	37	.9956	76	.7365	28	1.1200
29	73	.7397	63	.8316	65	.8505
30	65	.8459	52	.9103	56	.9556
31	8	1.4200	12	1.3070	9	1.3590
32	16	1.2640	13	1.2640	7	1.3750
33	56	.8803	36	1.0200	32	1.0950
34	82	.5993	93	.1846	93	.4030
35	68	.8118	77	.7144	83	.6856
36	81	.6024	89	.5142	87	.6257
37	53	.8972	54	.9001	54	.9631
38	46	.9343	58	.8554	71	.8028
39	72	.7420	80	.6861	67	.8310
40	70	.7906	70	.7788	63	.8573
41	74	.7300	73	.7584	58	.9490
42	23	1.1260	33	1.0450	34	1.0860

TABLE 13--Continued

Item	President		Board		Faculty	
	Rank	Scale Value	Rank	Scale Value	Rank	Scale Value
43	28	1.0730	25	1.1370	24	1.1640
44	45	.9357	44	.9714	44	1.0160
45	34	1.0070	41	.9761	35	1.0840
46	6	1.4800	8	1.3960	23	1.1690
47	36	1.0030	14	1.2300	16	1.2300
48	11	1.3200	11	1.3370	15	1.2400
49	31	1.0140	30	1.0750	29	1.1140
50	63	.8520	43	.9760	68	.8217
51	4	1.5390	3	1.5080	3	1.4710
52	89	.4061	71	.7592	82	.6869
53	30	1.0390	22	1.1630	31	1.1100
54	84	.5438	74	.7498	78	.7076
55	38	.9756	32	1.0470	57	.9539
56	51	.9046	31	1.0490	42	1.0440
57	29	1.0390	29	1.0770	37	1.0680
58	52	.9010	39	.9904	30	1.1130
59	35	1.0030	18	1.1810	40	1.0540
60	55	.8827	48	.9419	48	.9891
61	7	1.4250	6	1.4060	5	1.4110
62	26	1.1140	49	.9306	20	1.1840
63	44	.9357	42	.9760	25	1.1440
64	90	.3920	92	.4236	89	.6064
65	54	.8858	61	.8386	64	.8565
66	40	.9582	35	1.0370	17	1.2140
67	92	.3644	82	.6505	91	.5114
68	71	.7420	68	.7933	76	.7169
69	93	.3495	90	.4734	81	.6872
70	32	1.0130	38	1.0010	45	1.0120
71	91	.3781	87	.5300	92	.5046
72	76	.7028	69	.7801	84	.6723
73	39	.9660	62	.8318	47	.9930
74	33	1.0100	66	.8133	51	.9802
75	86	.5039	83	.6427	88	.6233
76	60	.8664	56	.8881	69	.8089
77	47	.9338	75	.7381	62	.8793
78	83	.5849	85	.6250	73	.7517
79	80	.6137	84	.6318	86	.6442
80	79	.6191	72	.7584	74	.7506
81	19	1.1920	21	1.1670	18	1.1940
82	59	.8696	50	.9218	50	.9857
83	69	.8017	67	.8031	70	.8071
84	50	.9092	64	.8227	60	.8985
85	41	.9582	60	.8388	59	.9270
86	15	1.2860	10	1.3760	10	1.2960
87	64	.8470	79	.7034	80	.6957

TABLE 13--Continued

Item	President		Board		Faculty	
	Rank	Scale Value	Rank	Scale Value	Rank	Scale Value
88	78	.6247	86	.6027	90	.5987
89	21	1.1350	20	1.1720	11	1.2870
90	2	1.6450	7	1.4040	4	1.4430
91	75	.7039	55	.8959	53	.9654
92	66	.8275	65	.8193	43	1.0320
93	88	.4146	91	.4594	75	.7469

$$W. = .929367$$

$$\chi^2 = 256.50529 \text{ (d.f. 92) } P > .05$$

\* statement of the items, see questionnaire, appendix C, p. 203.

This hypothesis also pertained to the rankings of agreement of the ninety-three roles of the presidents as perceived by the respondents representing universities, sekolah tinggi, and academies. The same procedures were used to test this hypothesis as were applied to hypothesis 9.

Table 14 indicated that Kendall's coefficient of concordance was  $W = .84088$  and  $\chi^2 = 232.0508$ , with 92 degrees of freedom. Since the  $W$  coefficient was large, or close to the number one, it was also concluded that there was consensus in the ranking of agreement among the respondents of universities, sekolah tinggi, and academies.

By using the  $\chi^2$  coefficient of 232.0508 with 92 degrees of freedom, it was also evident that this value was significant at the .05 level of significance and that the null hypothesis of no consensus in the ranking of agreement among the respondents representing universities, sekolah tinggi, and academies must be rejected.

TABLE 14

SCALE VALUES AND RANKS FOR NINETY-THREE ITEMS AS PERCEIVED  
BY UNIVERSITIES, SEKOLAH TINGGI, AND ACADEMIES \*

Item	Universities		<u>Sekolah Tinggi</u>		Academies	
	Rank	Scale Value	Rank	Scale Value	Rank	Scale Value
1	3	1.5270	52	.9047	4	1.4980
2	67	.8489	83	.5072	34	1.0660
3	21	1.1770	23	1.1230	12	1.2610
4	6	1.4320	31	1.0620	6	1.4310
5	50	.9748	80	.5768	26	1.1000
6	27	1.1380	43	.9781	43	1.0070
7	72	.7861	46	.9225	82	.6383
8	81	.7098	75	.6262	69	.7905
9	11	1.2820	22	1.1390	17	1.2330
10	1	1.8190	3	1.5160	2	1.6660
11	33	1.0840	30	1.0730	35	1.0570
12	16	1.2550	33	1.0420	9	1.3390
13	2	1.6550	16	1.2180	1	1.6930
14	44	1.0270	77	.6167	48	.9600
15	24	1.1540	29	1.0750	20	1.1900
16	16	1.2760	13	1.2550	13	1.2460
17	26	1.1410	34	1.0150	32	1.0790
18	66	.8635	61	.8712	66	.8167
19	65	.8681	86	.4437	83	.6303
20	17	1.2450	63	.8629	16	1.2330
21	40	1.0470	65	.8419	28	1.0940
22	20	1.1770	37	.9952	29	1.0830
23	51	.9727	66	.8012	31	1.0790
24	61	.8932	56	.8944	49	.9376
25	47	.9912	69	.7526	42	1.0070
26	28	1.1340	57	.8877	59	.8813
27	85	.6551	87	.4339	79	.6682
28	54	.9302	53	.9015	23	1.1150
29	57	.9104	64	.8472	73	.7614
30	55	.9246	48	.9165	58	.8824
31	12	1.2760	6	1.4050	7	1.4080
32	10	1.2970	9	1.3270	11	1.3100
33	38	1.0490	25	1.1000	41	1.0100
34	93	.2585	88	.4294	91	.4861
35	89	.5722	62	.8670	67	.8108
36	87	.6172	58	.8860	89	.5351
37	58	.9103	55	.8950	45	.9775
38	75	.7560	73	.6793	47	.9646
39	78	.7352	24	1.1100	72	.7833
40	59	.9044	84	.5024	57	.8878
41	60	.8978	76	.6254	60	.8717
42	42	1.0400	14	1.2400	36	1.0460

TABLE 14--Continued

Item	Universities		Sekolah Tinggi		Academies	
	Rank	Scale Value	Rank	Scale Value	Rank	Scale Value
43	23	1.1600	11	1.2900	25	1.1010
44	35	1.0690	32	1.0420	52	.9191
45	43	1.0290	54	.8991	22	1.1330
46	25	1.1430	5	1.4100	14	1.2430
47	19	1.1890	18	1.2050	19	1.2120
48	9	1.3650	41	.9807	10	1.3120
49	14	1.2740	47	.9182	38	1.0250
50	39	1.0470	71	.6910	74	.7463
51	5	1.5010	1	1.6200	8	1.4050
52	74	.7605	92	.3275	84	.6266
53	31	1.0940	10	1.3130	33	1.0710
54	79	.7156	70	.6962	76	.6870
55	49	.9772	26	1.0910	54	.9158
56	30	1.1140	42	.9792	46	.9693
57	37	1.0610	28	1.0850	44	1.0030
58	41	1.0460	38	.9899	30	1.0810
59	29	1.1210	21	1.1570	40	1.0160
60	48	.9866	35	1.0110	51	.9282
61	4	1.5010	8	1.3270	3	1.5010
62	34	1.0830	17	1.2050	24	1.1050
63	36	1.0670	20	1.1870	37	1.0300
64	83	.6763	89	.4262	92	.4839
65	69	.8309	45	.9292	65	.8180
66	18	1.2290	39	.9854	27	1.0990
67	90	.5612	72	.6856	93	.4695
68	88	.6117	49	.9137	68	.8102
69	91	.4976	60	.8729	86	.6165
70	52	.9700	36	.9978	39	1.0200
71	92	.4844	85	.4662	90	.5225
72	80	.7152	81	.5360	75	.7211
73	62	.8928	44	.9509	50	.9359
74	46	.9967	51	.9068	53	.9159
75	86	.6533	93	.3116	81	.6419
76	68	.8462	67	.7990	64	.8189
77	71	.8040	50	.9110	56	.8888
78	73	.7685	74	.6271	78	.6729
79	82	.6971	82	.5270	85	.6203
80	77	.7407	79	.5849	71	.7880
81	22	1.1730	12	1.2550	21	.1156
82	45	1.0030	27	1.0860	61	.8715
83	56	.9204	59	.8773	77	.6784
84	63	.8885	15	1.2360	70	.7883
85	53	.9539	40	.9846	63	.8331
86	8	1.3730	7	1.3650	15	.1238
87	76	.7483	68	.7879	80	.6652



TABLE 14--Continued

Item	Universities		<u>Sekolah Tinggi</u>		Academies	
	Rank	Scale Value	Rank	Scale Value	Rank	Scale Value
88	84	.6599	78	.6005	88	.5498
89	15	1.2640	19	1.1880	18	.1222
90	7	1.4270	2	1.5920	5	.1432
91	32	1.0910	90	.3942	62	.8413
92	64	.8721	4	1.4280	55	.9070
93	70	.8273	91	.3791	87	.5766

$$W. = .840800$$

$$\chi^2 = 232.0508 \text{ (d.f. 92) } P > .05$$

\* Statement of the items, see questionnaire, appendix C, p. 203.

It was also apparent that the consensus in the ranking of agreement among the groups--presidents, board members, and faculty members--was greater than the consensus among the three types of institutions--universities, sekolah tinggi, and academies.

#### Subsidiary Study

A subsidiary study was made to gather data from presidents of private institutions of higher education in West Java related to their personal data and their opinions in specified areas of responsibilities of presidents. To accomplish this, a subsidiary questionnaire was developed consisting of sixteen questions grouped into two sections as shown in appendix C. This questionnaire was distributed only to the forty-six presidents of institutions that participated in this study. Forty-five of the forty-six presidents returned the subsidiary questionnaire. Their replies to the questions are summarized below.

1. Only one of the forty-five presidents who responded to the questionnaire was a woman.
2. The youngest president was forty years of age and the oldest was seventy-two years of age. For age distribution among the forty-five presidents see table 15.

TABLE 15  
PERSONAL DATA CONCERNING PRESIDENTS WHO  
PARTICIPATED IN THE SUBSIDIARY STUDY

Demographic information	Number of presidents	Demographic information	Number of presidents
Sex		Years spent in present position	
Male	44	1-5	25
Female	1	6-10	14
Age (in years)		11-15	5
40-49	22	16-20	1
50-59	13	Previous positions held by presidents	
60-69	8	Vice president	20
70-72	2	Faculty member	14
Highest academic degree		Business manager	2
Dr./Ph.D.	4	Government official	4
M.A./M.Sc. or equivalent	35	Army	3
No degree	6	Others	2
Year when degree was completed			
1945-1954	3		
1955-1964	12		
1965-1974	18		
1975-1981	6		
No degree	6		

3. The academic degrees received by the forty-five presidents ranged from doctoral (Ph.D.) degrees to no degree (see table 15). Degrees were held in various fields of discipline: education, science and technology, agriculture, business administration, political science, law, philosophy, and theology. The largest percentage--25 percent of all degrees--was found in education.

4. The degrees acquired by the responding presidents were completed between the years 1945 and 1981 (see table 15).

5. Respondents have held the position of president for as few as one to five years, and as many as sixteen to twenty years (see table 15).

6. A wide range of previous positions were held by the presidents before they assumed their presidencies, the most common position being that of vice president (see table 15).

7. The appointment of the forty-five presidents was made by decision of the board of trustees for forty-one of the presidents, and by the provincial government for four.

8. The term of appointment to the presidency varied from institution to institution. Most of the appointments were for a three-year term (see table 16).

9. Of the forty-four presidents who responded regarding their opinion as to whether or not they had been well-prepared for the presidency before assuming the office, thirty-three responded that they felt they had been well-prepared, while eleven felt that they had not been well-prepared.

TABLE 16

INFORMATION CONCERNING PRESIDENCY OF PRESIDENTS  
RESPONDING TO THE SUBSIDIARY STUDY

Presidency information	Number of respondents	Presidency information	Number of respondents
Term of office (in years)		Most persistent source of presidents' problems	
One	1		
Two	6		
Three	15	Board of trustees	3
Four	7	Faculty	8
Five	7	Students	20
Indefinite	9	Government	4
Best field of study for presidency		Society	4
		Not identified	5
Social science	18	Presidents' opin- ions concerning government sub- sidy	
Exact science	3		
Education	18	Very important	21
Management	3	Important	15
Army	1	Unimportant	8
Uncertain	1		
Best background experience for presidency		Presidents' opin- ions on services rendered by Coor- dinator of Private Higher Education	
School principal	5		
Business manager	1	Very helpful	25
Teacher in higher educ.	26	Helpful	19
Army commander	1	Not helpful	0
Other managerial	9		
Uncertain	2		

10. As perceived by the presidents, the best fields of study in preparation for serving in the presidency were education and social sciences (see table 16).

11. In answer to the question of whether or not the

institutions had job descriptions for the office of the presidency, there were forty positive and four negative responses.

12. As perceived by the presidents, the best background experience prior to service as a president was teaching in higher education. Other managerial fields was a poor second (see table 16).

13. The most persistent problems faced by the presidents, according to their responses, were those engendered by students. According to the responses given, students accounted for 45 percent of the problems (see table 16).

14. Nearly half of the presidents reported that the government subsidy was very important (see table 16).

15. All the presidents perceived that the services provided by the Coordinator of Private Higher Education in helping to develop the growth of private institutions were either very helpful or helpful (see table 16).

16. Presidents were asked to identify the first sections of roles of presidents in order of importance according to their opinions. On the ten sections depicting the roles of the president in the primary questionnaire, their opinions were as follows:

As first priority, the president's role in academic programs was chosen by twenty-one of the forty-four presidents, or 48 percent. The role in general administration was chosen as first priority by nine of the forty-four presidents, or 20 percent. Sixteen percent, or seven of the forty-four presidents perceived the role in finance to be a first priority.

As second priority, the role in academic programs was chosen by eleven of the forty-four presidents, or 23 percent. Eight of the forty-four presidents, or 18 percent, perceived the role in finance to be second priority.

As third priority, seven of the forty-four presidents, or 16 percent, chose the role in physical facilities. The role in student relations was chosen by seven of the forty-four presidents, or 16 percent, while the role in faculty and staff relations was chosen by six presidents, or 14 percent. Another 14 percent, or six presidents, selected the role in government office relations as a third priority.

Based on the data obtained in this subsidiary study pertaining to the priority of importance in role expectations of presidents, the following rank-orders were obtained: first priority--role in academic programs; second priority--role in faculty and staff relations; and third priority--both the role in physical facilities and the role in student relations.

#### Summary

There were ten null hypotheses analyzed in this chapter. Hypothesis 1 to 8 were analyzed by using contingency tables of chi-squares and Cramer's phi-coefficients to determine if there were significant differences or conflicts among and between the perceptions of the three groups of respondents--presidents, board members, and faculty members--and among and between the three types of institutions--universities, sekolah tinggi, and academies. The following results were obtained:

1. In general, all of the ninety-three items, or roles, were positively perceived or accepted by the three groups of respondents and by the three types of institutions, as roles of the presidents of private institutions of higher education in West Java.

2. There were significant differences, or conflicts, in various areas of roles both in the perceptions among and between the three groups of respondents, as well as among and between the three types of institutions. However, since all of the ninety-three items were positively perceived by all groups of respondents, it was concluded that all of these differences, or conflicts, must be small.

3. The number of conflict items among and between the three types of institutions were larger than the number of conflict items among and between the three groups of respondents. It was concluded, therefore, that "institutions effect" was greater than "groups effect" in bringing influence upon the roles of the presidents.

4. There were six items perceived by the three groups and by the three types of institutions as conflict roles. These items were: "Should find ways and means to raise funds" (item 25), "should allocate funds for improvement of facilities" (item 41), "should promote religious spirit" (item 49), "should prepare agenda for board meetings" (item 52), "should involve faculty in selection of new faculty members" (item 64), and "should discuss problems of higher education and present resolutions to the

Minister of Education" (item 93), as shown in table 9.

5. The following six roles were supported with less positive responses: "Should avoid involvement in political party" (item 8), "should teach courses" (item 34), "should involve faculty in selection of new faculty members" (item 64), "should act as ex-officio member of all committees" (item 67), "should be active in the area of student affairs" (item 71), and "should discuss problems of higher education and present resolutions to the Minister of Education" (item 93). These six roles (see table 4) need to be restudied in other territories of the country in order to obtain more valid results.

6. Consensus in rank-order of agreement was found among presidents, board members, and faculty members, as well as among universities, sekolah tinggi, and academies. However, consensus among the three groups was closer than among the three types of institutions.

7. A subsidiary study indicated that the area chosen as of first importance among the ten role areas of the presidents was "academic programs," followed by "faculty and staff relations," and/or "student relations" or "role in physical facilities."



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the study with conclusions based on the findings and recommendations given for further study.

#### Summary

There has been rapid growth in the private sector of higher education in Indonesia, particularly since the enactment of the Law of Higher Education in 1961. Review of the literature indicated that in 1940 there were only five institutions of higher education in Indonesia, with a total enrollment of 5,393 students. By 1960 there were eighty-three institutions of higher education, with a total enrollment of 44,807 students. By 1977 there were 444 institutions of higher education in the country--109 state institutions and 335 private institutions--with a total enrollment of about 330,000 students (see van der Kroef, 1957, p. 148; Thomas, 1963, p. 258; Aanenson, 1979, pp. 68-78; Gani, 1975, p. 221).

The review of the literature also indicated that the role of a president is very important. Due to the importance of the position of the president, he is the only employee of the institution directly hired or fired by the governing board. The roles

of the presidents varied with the size of the institution and were determined by various groups of people who were closely connected with and responsible for the presidency.

The purpose of this study was to determine what were the roles of presidents of private institutions of higher education in West Java as perceived by presidents, boards of trustees, and faculties, and to ascertain whether there were significant differences among and between the perceptions of the presidents, board members, and faculty members, as well as among and between respondents representing universities, sekolah tinggi, and academies.

Two questionnaires, a primary and a subsidiary, were constructed in the Indonesian language. The primary questionnaire was administered to presidents, board members, and faculty members of private institutions of higher education in West Java. Respondents were asked to respond to a five-point-scale questionnaire of ninety-three items which were grouped into ten sections. The subsidiary questionnaire was distributed only to presidents of private institutions which participated in the study.

Forty-six private institutions of higher education participated in the study: eleven universities, seven sekolah tinggi, and twenty-eight academies. Of 638 questionnaires distributed to presidents, board members, and faculty members of those institutions, 521 were returned, 510 of which were usable.

Contingency tables of chi-square analysis were used to test hypotheses 1-8. Each of the ninety-three items in the

questionnaire were tested to ascertain their significance. When a chi-square coefficient was found to be significant, the null hypothesis was rejected. On the other hand, when a chi-square coefficient was found not to be significant, the null hypothesis was retained. The significance was determined at the .05 level of probability.

Hypotheses 9 and 10 pertaining to consensus of agreement among the groups of respondents and among the types of institutions were tested using Kendall's coefficient of concordance  $W$ . When a  $W$  coefficient was found to be large or close to number one, consensus among rankings of agreement were considered to be close and the null hypothesis was rejected. On the other hand, when the  $W$  coefficient was found to be small, or close to zero, the null hypothesis was retained, as no consensus was evident. Since the number of items in each ranking was large, comprising ninety-three items, each of the two  $W$  coefficients was converted into chi-square coefficients and the significances were tested by using chi-square tables.

Reviewing the analysis of the ninety-three items or roles by testing of the ten null hypotheses presented in this study, the findings were as follows:

Hypothesis 1. There is no significant difference in the role expectations of presidents as perceived by presidents, board members, and faculty members.

This hypothesis was tested on each of the ninety-three items in the questionnaire. Of the ninety-three items, fourteen

were found to be significant and were considered as items of conflict among the three groups of respondents. These were items 8, 25, 28, 33, 41, 49, 51, 52, 53, 54, 61, 64, 69, and 93, as shown in table 3, p. 57. The null hypothesis of no difference must be rejected on these items, but was retained for the remaining seventy-nine items. However, it was also apparent that all the differences, or conflicts, on those fourteen items were found to be small.

Hypothesis 2. There is no significant difference in the role expectations of presidents as perceived by presidents and board members.

The analysis of hypothesis 2 on each of the ninety-three items in the questionnaire indicated significant differences in the perceptions between presidents and board members on six items: items 25, 28, 33, 34, 52, and 54, as shown in table 5, p. 126.

The number of conflict items in this section was found to be the smallest, which indicated that agreement between the perceptions of presidents and board members were the closest. This null hypothesis was rejected for these six items but was retained for the remaining eighty-seven items. All the differences or conflicts were found to be small.

Hypothesis 3. There is no significant difference in the role expectations of presidents as perceived by presidents and faculty members.

Findings from the analysis of this hypothesis indicated nine significant items which were in conflict between the

perceptions of presidents and those of faculty members. These consisted of items 25, 32, 33, 48, 51, 52, 54, 69, and 93, as shown in table 6, p. 130. The null form of hypothesis 3 was rejected for these nine items but was retained for the remaining eighty-four items. However, all conflicts were found to be small.

Hypothesis 4. There is no significant difference in the role expectations of presidents as perceived by board members and faculty members.

Out of ninety-three items which were tested concerning this hypothesis, eleven were found to be significant, and therefore considered as items of conflict. These were items 1, 8, 9, 28, 49, 50, 53, 61, 62, 64, and 93, as shown in table 7, p. 137. This null hypothesis of no difference was rejected on these eleven items but was retained for the remaining eighty-two items. However, all these items of conflict were found to be small.

Hypothesis 5. There is no significant difference in the role expectations of presidents as perceived by respondents of universities, sekolah tinggi, and academies.

The analysis of hypothesis 5 on each of the ninety-three items in the questionnaire indicated thirty-seven items, or 40 percent, to be significant, and therefore considered as conflict items. Of the eight hypotheses of no difference in this study, this hypothesis resulted in the largest number of conflict items. These thirty-seven items were found in almost all of the ten sections of role expectations in the questionnaire. The consisted of items 1, 2, 5, 11, 12, 13, 14, 19, 20, 25, 26, 34, 35, 36, 38, 39,

40, 41, 48, 49, 50, 52, 59, 64, 67, 68, 72, 75, 82, 83, 84, 85, 87, 88, 91, 92, and 93, as shown in table 8, p. 143. For these thirty-seven items the null hypothesis of no difference was rejected, but it was retained for the remaining fifty-six items. However, all of those conflicts were small.

It was also found that of the ninety-three roles introduced in this study, there were six which appeared to be in conflict as perceived by the three groups of respondents, as well as by the three types of institutions. These six roles consisted of: "Should find ways to raise funds" (item 25); "should allocate funds for improvement of facilities" (item 41); "should promote religious spirit" (item 49); "should prepare agenda for board meetings" (item 52); "should involve faculty in selection of new faculty members" (item 64); and "should discuss problems and present resolutions to the Minister of Education (item 93), as appeared in table 9, p. 150. However, all of these conflicts were small.

Hypothesis 6. There is no significant difference in the role expectations of presidents as perceived by respondents of universities and sekolah tinggi.

The testing of the ninety-three items of this hypothesis revealed thirty-one items to be significant, and therefore considered to be in conflict. These were items 1, 2, 4, 5, 11, 12, 13, 14, 19, 20, 25, 26, 34, 35, 39, 40, 41, 48, 49, 50, 52, 64, 68, 69, 72, 75, 84, 85, 91, 92, and 93, as shown in table 10, p. 152. Null hypothesis 6 was rejected for these thirty-one items

but retained for the remaining sixty-two items. However, all conflicts were found to be small.

Hypothesis 7. There is no significant difference in the role expectations of presidents as perceived by respondents of universities and academies.

Testing this hypothesis on the ninety-three items in the questionnaire, it was found that twenty-one items were significant, and therefore considered to be in conflict. This null hypothesis of no difference was rejected for these twenty-one items but was retained for the other seventy-two items. The items of conflict consisted of items 3, 19, 26, 34, 35, 38, 39, 49, 50, 52, 56, 59, 64, 68, 76, 82, 83, 87, 91, 92, and 93, as shown in table 11, p. 157. However, all these conflicts were small.

Hypothesis 8. There is no significant difference in the role expectations of presidents as perceived by respondents of sekolah tinggi and academies.

Upon testing this hypothesis on each of the ninety-three items in the questionnaire, it was found that twenty-eight items were significant, or considered as conflict items. They were items 1, 2, 5, 7, 12, 13, 14, 20, 23, 25, 27, 28, 36, 38, 39, 40, 48, 52, 58, 67, 72, 75, 80, 84, 85, 87, 88, and 91, as shown in table 12, page 160). The null hypothesis of no difference was rejected for these twenty-eight items but was retained for the remaining sixty-five items. However, all conflicts were found to be small.

Hypothesis 9. There is no consensus in the ranking of

agreement of all items ranked from the highest degree of agreement to the lowest among presidents, board members, and faculty members.

The analysis of this hypothesis revealed Kendall's  $W = .929367$ , which meant that there was very close consensus in the ranking of agreement among presidents, board members, and faculty members. This null hypothesis of no consensus among the three groups of respondents was rejected.

Hypothesis 10. There is no consensus in the ranking of agreement of all items ranked from the highest degree of agreement to the lowest among universities, sekolah tinggi, and academies.

Analysis of this hypothesis revealed Kendall's  $W = .84088$ , which, because it was close to one, meant that the consensus in the ranking of agreement among universities, sekolah tinggi, and academies was very close. This null hypothesis of no consensus among respondents of the three types of institutions was then rejected. However, the consensus among presidents, board members, and faculty members was found to be even closer.

The following findings were also obvious from this study:

The expectations-of-presidents role "should establish a clear organizational structure of the institutions" was given the highest value of agreement by presidents and by board members when compared with the other ninety-two roles as presented in this study. On the other hand, the role, "should put the right people to work in the right place" was given the highest value of agreement and therefore was placed at the top rank of agreement by faculty members. However, this role was found to be close to the



role of establishing a clear organizational structure of the institution, which was perceived by presidents and board members with the highest value of agreement. Both these roles were found in the area of general administration.

Presidents gave the lowest value of agreement to the role "should be essentially a mediator rather than a leader." On the other hand, the role "should teach courses on a regular basis" was given the lowest value of agreement by board members and faculty members. This role was usually considered to be a responsibility of faculty members.

Out of ten areas of role expectations of presidents presented in this study, the presidents, in the subsidiary study, considered the following important areas in the following order of priority: (1) role in academic programs, (2) role in faculty and staff relations, and (3) role in either student relations or in physical facilities.

### Conclusions

Based on the data obtained, analyzed, and reported as findings of this study, the following conclusions were drawn:

1. In general, all ninety-three items in the questionnaire of this study were perceived by the three groups of respondents--presidents, board members, and faculty members--and the three types of institutions--universities, sekolah tinggi, and academies--as "should be" the roles of presidents of private institutions of higher education in West Java, Indonesia. Each of the items was perceived with positive or very positive attitudes

by each group of respondents and by each type of institution to become roles of presidents.

2. Conflicts, or significant differences in perceptions, were found among and between the perceptions of presidents, board members, and faculty members. Conflicts were also found among respondents of universities, sekolah tinggi, and academies. However, since in general, all items or roles were perceived by each group of respondents with positive or very positive support to be the roles of presidents, it was concluded that all these conflicts must be small.

3. Based on the number of items in conflict, it was evident that conflicts among the three types of institutions were greater in number than conflicts among the three groups of respondents. Therefore, it was concluded that the difference of types of institutions--universities, sekolah tinggi, and academies--has greater influence on the difference of the roles of its presidents rather than from the influence of different groups--presidents, board members, and faculty members.

4. The smallest number of conflict items was found between the perceptions of presidents and board members, while the largest number of conflicts was found between respondents of universities and sekolah tinggi. The smallest number of conflict items between presidents and board members indicates that closest mutual understanding on the roles of presidents was found between the presidents and their superordinates rather than between the presidents and the faculty as their subordinates.

5. There was a very close consensus in the ranking of agreement among presidents, board members, and faculty members. Similar consensus was also found among the attitudes of respondents of universities, sekolah tinggi, and academies. These supported the conclusions that there were only small conflicts among perceptions of respondents found in this study, and that in general, all ninety-three items or roles were accepted as "should be" the roles of presidents.

6. The subsidiary study indicated that the most important area of roles of presidents was in academic programs, followed by the roles in faculty and staff relations, and in either student relations or physical facilities. It meant that a president should be primarily an academic person or an educator (Dodds, 1962), and as human relations person (Praptor, 1963), rather than a financial manager (Corson, 1960; Kerr, 1976; Morris, 1970; Simon, 1967; Stoke, 1959).

7. Looking at the findings of this study as a whole, it was felt that presidents of private institutions of higher education in West Java were expected to hold a very important role with heavy and large responsibilities. The situation is similar to the early history of responsibilities of college presidents in the United States. Kauffman (1980) states that during the early times presidents taught, especially the courses in ethics and moral philosophy. In many ways, a college president "was" the college (p. 5).

Recommendations

Based on the findings and conclusions of this study, and for consideration of the growth and development of private institutions of higher education through the roles of their presidents, the following recommendations are presented:

1. In order to accomplish better understanding about what "should be" the roles of presidents of private institutions of higher education in West Java, and in order to minimize conflicts among the constituency groups, it is essential and recommended that the Coordinator of Private Higher Education in West Java coordinate the implementation of seminars to discuss the roles of presidents of private institutions of higher education. Participants in these seminars should represent presidents of private higher educational institutions, boards of trustees, faculty, students, community, and the Coordinator of Private Higher Education. Such seminars need to be conducted periodically.

2. Four of forty-four institutions were found to have no job descriptions of their presidents. Therefore it is recommended that each private institution of higher education develop a written job description for its president, in order to reduce conflicts among incumbents of the institution and to make sure what should be done by a president. The job description should be reviewed periodically.

3. Of the forty-four responses of the presidents there were eleven who felt they had not been well-prepared for the presidency before assuming the office. It is therefore recommended

that each board of trustees consider more seriously the qualifications of prospective individuals to be elected as president of higher educational institutions and, if possible, give them an opportunity for upgrading.

It is also recommended that further studies be conducted in six other territories of coordinators of private higher education of the country in order to obtain more valid results regarding the following matters:

4. There were six roles found to be less positively supported by the presidents, board members, and faculty members to be roles of presidents. These six roles (table 3, p. 57) consisted of: "Should find ways to raise funds" (item 25); "should allocate funds for improvement of facilities" (item 41); "should promote religious spirit" (item 49); "should prepare agenda for board meetings" (item 52); "should involve faculty in selection of new faculty members" (item 64); and "should discuss problems and present resolutions to the Minister of Education" (item 93). It is recommended that studies be conducted regarding these six items to determine whether they are supported or rejected as roles of the presidents.

Since teaching is generally accepted as a role of faculty members, it is also stressed that it should be made clear whether this role can be a part of the president's roles.

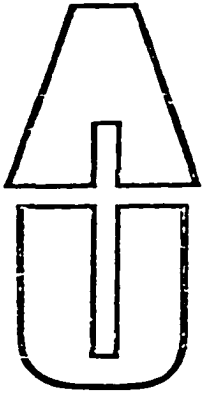
5. Based on the larger number of conflicts among respondents of the three institutions--universities, sekolah tinggi, and academies, it is recommended that comparative studies of the roles

of presidents be conducted in the different types of institutions to determine whether there are real differences among roles of presidents of universities, sekolah tinggi, and academies.

6. Based on the finding that there was close agreement among groups of respondents regarding acceptance of the ninety-three roles of presidents introduced in this study, it is imperative to conduct research in the same territory to learn if there are significant discrepancies between what these presidents "should do" and what they "actually do do." Findings of such a study would surely be very helpful to the development of private institutions of higher education in West Java.

## APPENDIX A

### Letters of Recommendation



Andrews University Berrien Springs, Michigan 49104 (616) 471-7771

*Academic Administration*

April 7, 1982

TO WHOM IT MAY CONCERN:

Mr. Richards A. Hutagaol is a student in the Doctor of Education program in good and regular standing here at Andrews University.

He is now working on his dissertation entitled "Role Expectations of Presidents as Perceived by Presidents, Board of Trustees, and Faculty: A study of Private Institutions of Higher Education in West Java, Indonesia."

In order to gather data for his dissertation, he will be visiting all the presidents of private institutions of higher education in West Java, Indonesia and then, after the gathering of the data, he will return to Andrews University for the completion and defense of his dissertation.

Any assistance given to him making the gathering of his data successful will be appreciated.

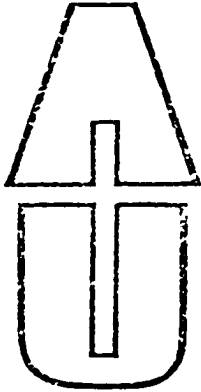
Sincerely,

A handwritten signature in cursive script that reads "Robert A. Williams". The signature is written in dark ink and is positioned above the typed name.

Robert A. Williams, Director  
Doctor of Education Program and  
Dean, School of Graduate Studies

ibg





Andrews University Berrien Springs, Michigan 49104 (616) 471-7771

April 8, 1982

The Presidents of  
Private Institutions of  
Higher Education  
West Java  
Indonesia

Dear Sir:

Re: Mr. Hutagaol's Doctoral Dissertation

Mr. Richards Hutagaol is currently completing his doctoral work in the field of educational administration under my supervision

The topic for his dissertation is, The Role Expectations of Presidents as Perceived by Presidents, Board of Trustees, and Faculty - A Study of Private Institutions of Higher Education in West Java, Indonesia.

Since it will be necessary for Mr. Hutagaol to have an interview with you, and since he has to gather necessary data for his study from board members, professors and presidents of the private institutions of higher education in West Java, may I solicit your support and help in Mr. Hutagaol's endeavors to gather the data.

I know you will be personally interested in this study. Please accept my sincere appreciation for your cooperation in this matter.

Personal regards.

Sincerely yours,

  
Dr. Bernard M. Lall  
Professor of Education Administration

BML:jw



DEPARTEMEN PENDIDIKAN DAN KEBUDAYAAN  
KOORDINATOR PERGURUAN TINGGI SWASTA  
WILAYAH III JAWA BARAT

Jalan Banda No. 40 Tlp. 59822 Bandung

Nomor : 262/Kop.III/T/82.

Lampiran :

Perihal : Bantuan mengisi kuesioner  
penelitian Drs. Richards A. Hutagaol  
untuk Program Doktor.

Kepada Yth. Semua Pimpinan Perguruan Tinggi Swasta  
di Wilayah IV. Jawa Barat  
U.P. Universitas/Sekolah Tinggi/Akademi

Bersama ini diberitahukan dengan hormat bahwa Drs. Hutagaol, warga Institut Teologia dan Keguruan Advent (ITKA) sedang menyelesaikan Program Studi S<sub>3</sub> untuk mencapai gelar Doktor.


Adapun bidang ilmunya termasuk Keguruan dan Ilmu Pendidikan. Fokus penelitiannya dipusatkan pada kepemimpinan para pimpinan Perguruan Tinggi Swasta, khususnya di lingkungan Kopertis Wilayah IV Jawa Barat. Program tersebut hanya dapat diselesaikan dengan bantuan para pimpinan PTS mengisi kuesioner yang disampaikan.

Hasil penelitian tersebut diharapkan pula dapat memberi manfaat yang lebih besar dalam rangka perkembangan kemajuan PTS selanjutnya.

Atas perhatian dan bantuan, untuk itu terlebih dahulu diucapkan banyak terima kasih.

Bandung, 15 April 1982.

Koordinator Perguruan Tinggi Swasta  
Wilayah IV Jawa Barat

  
Prof. Dr. Didi Atmadilaga  
NIP. 130042233.

- hys -

Translation of Atmadilaga letter on previous page

DEPARTMENT OF EDUCATION AND CULTURE  
COORDINATOR OF PRIVATE HIGHER EDUCATION  
TERRITORY III, WEST JAVA  
Jalan Banda No. 40 Tlp. 59822 Bandung

---

No. : 262/Kop.III/T/82.  
Ref. : Help to fill out questionnaire study  
of Richards A. Hutagaol for  
Doctorate Program  
To : All Presidents of Private Institutions  
of Higher Education in Territory III,  
West Java  
C/o University/Sekolah Tinggi/Academy

Herewith, you are respectfully notified that Mr. R. A. Hutagaol, member of Institut Theologia dan Keguruan Advent [Indonesia Union College] is completing his program of study (S3) for his doctor's degree.

His field of discipline pertains to Teaching and Education. His research is focused on the administration of presidents of private institutions of higher education, particularly within the territory of Kopertis III, West Java. This research can be completed only through the help of the presidents of private institutions of higher education in filling out a questionnaire.

The results of this study, hopefully, will greatly benefit the future development of private institutions of higher education.

Thank you in advance for your attention and help.

Bandung, 15th April 1982

Coordinator of Private Higher Education  
Territory III, West Java

Prof. Dr. Didi Atmadilaga  
NIP. 130042233

## APPENDIX B

### COVERING LETTERS

Maplewood Apartments E-69  
Berrien Springs, Michigan 49103  
9 April 1982

Kepada Yth.  
Sdr2 Pemimpin Perguruan Tinggi Swasta  
di Wilayah Kopertis III, Jawa Barat

Dengan hormat,

Saya sangat memerlukan bantuan Saudara.

Untuk memenuhi persyaratan memperoleh gelar doktor pendidikan dari Andrews University, Berrien Springs, Michigan, Amerika Serikat, saya bernama Richards A. Hutagaol sedang menulis sebuah disertasi yang berjudul: *Peranan Pemimpin Perguruan Tinggi Swasta Menurut Tanggapan Para Pemimpin, Dewan Pengurus Yayasan, dan Dewan Dosen: Suatu Penelitian Perguruan-Perguruan Tinggi Swasta di Daerah Jawa Barat*.

Tujuan penelitian ini adalah untuk dapat mengetahui bidang-bidang tugas yang seharusnya dilakukan oleh pemimpin perguruan tinggi swasta menurut tanggapan para pemimpin, dewan pengurus yayasan, dan dewan dosen. Kemudian akan diperbandingkan tanggapan di antara ketiga golongan responden dan antara jenis-jenis perguruan tinggi.

Saya mohon dengan sangat agar Saudara sudi membantu mensukseskan penelitian ini dengan mengisi dua macam kwesioner terlampir. Kwesioner pertama sifatnya utama, dan yang kedua sifatnya pelengkap. Kwesioner utama dibagikan kepada ketiga golongan responden dan kwesioner pelengkap dibagikan hanya kepada para pemimpin.

Jawaban diberikan dalam tiga bentuk:

1. Dengan membubuhi tanda cek (V). *Hanya satu tanda cek untuk satu pertanyaan.*
2. Dengan melingkari pilihan jawaban. *Lingkari satu angka di belakang setiap pertanyaan dengan pedoman sebagai berikut: lingkari angka 5 kalau Saudara mau memberikan tanggapan "sangat setuju" atas sebutan yang dikemukakan. Lingkari angka 4 apabila Saudara mau memberikan tanggapan "setuju" (lebih rendah dari angka 5). Lingkari angka 3 apabila Saudara mau memberikan tanggapan yang "netral" (tidak mendukung, tetapi tidak juga menolak). Lingkari angka 2 apabila Saudara mau memberikan tanggapan "tidak setuju", atau angka 1 apabila Saudara mau memberikan tanggapan "sangat tidak setuju".*
3. Dengan menulis jawaban secara singkat.

Jawaban yang lengkap sangat diharapkan untuk pengolahan data. Oleh sebab itu mohon supaya setiap pertanyaan diberi jawaban. Nama responden tidak perlu dicantumkan.

Atas bantuan dan kerjasama Saudara-saudara, terlebih dahulu saya ucapkan banyak terima kasih.

Hormat saya,

Richards A. Hutagaol

Catatan: Yang dimaksud dengan pemimpin dalam kwesioner ini ialah rektor universitas dan institut, dekan sekolah tinggi, dan direktur akademi.

Translation of Hutagaol April 9 letter to presidents

Maplewood Apartments E-69  
Berrien Springs, Michigan 49103  
April 9, 1982

The Presidents of Private Institutions  
of Higher Education in the Territory  
of Kopertis III, West Java

Dear Sirs:

I really need your help.

In order to fulfill the requirements for obtaining the Doctor of Education degree from Andrews University, Berrien Springs, Michigan, United States of America, I, Richards A. Hutagaol, am writing a dissertation entitled: The Role Expectations of Presidents as Perceived by Presidents, Board of Trustees, and Faculty: A Study of Private Institutions of Higher Education in West Java.

The purpose of this study is to identify the roles which should be undertaken by presidents of private institutions of higher education as perceived by presidents, board of trustee members, and faculty members. Comparison will then be made among the perceptions of the three groups of respondents as well as among the types of higher educational institutions.

I sincerely hope that you will be willing to help make this study successful by filling out two questionnaires. The first serves as the main questionnaire and the second as a subsidiary. The main questionnaire is distributed to the three groups of respondents and the subsidiary questionnaire only to the presidents.

Responses should be given in three forms: (1) by check mark (✓) [only one check mark for each question]; (2) by circling your choice of answer [circle one figure after each question according to the following: circle figure 5 if you "strongly agree" with the given statement; circle figure 4 if your perception is "agree" (less than "strongly agree"); circle figure 3 if your perception is "neutral" (neither agree or disagree); circle figure 2 if your perception is "disagree"; circle figure 1 if your perception is "strongly disagree"]; (3) by writing a brief response.

A complete response is really necessary for the sake of data analysis. Therefore, I would like to request that you give a response to each of the questions. The name of the respondent is not needed.

Thank you in advance for your help and cooperation.

Sincerely yours,

Richards A. Hutagaol

Maplewood Apartments E-69  
Berrien Springs, Michigan 49103  
9 April 1982

Kepada Yth.

1. Sdr2 Ketua & Anggota Dewan Pengurus Yayasan;
2. Sdr2 Anggota dewan Dosen Tetap;  
Perguruan-Perguruan Tinggi Swasta  
di Wilayah Kopertis III, Jawa Barat

Dengan hormat,

Saya sangat memerlukan bantuan Saudara.

Untuk memenuhi persyaratan memperoleh gelar doktor pendidikan dari Andrews University, Berrien Springs, Michigan, Amerika Serikat, saya bernama Richards A. Hutagaol sedang menulis sebuah disertasi yang berjudul: *Peranan Pemimpin Perguruan Tinggi Swasta Menurut Tanggapan Para Pemimpin, Dewan Pengurus Yayasan, dan Dewan Dosen: Suatu Penelitian Perguruan-Perguruan Tinggi Swasta di Daerah Jawa Barat*.

Tujuan penelitian ini adalah untuk dapat mengetahui bidang-bidang tugas yang seharusnya dilakukan oleh pemimpin perguruan tinggi swasta menurut tanggapan para pemimpin, dewan pengurus yayasan, dan dewan dosen. Kemudian akan diperbandingkan tanggapan di antara ketiga golongan responden, dan antara jenis-jenis perguruan tinggi.

Saya mohon dengan sangat agar Saudara sudi membantu mensukseskan penelitian ini dengan mengisi kuesioner terlampir. Kuesioner ini isinya sama, baik untuk pengurus yayasan maupun untuk dosen tetap.

Berikanlah terlebih dahulu tanda cek (V) pada kedua suruhan pertama, kemudian jawablah setiap pertanyaan berikutnya dengan *melingkari* pilihan jawaban. *Lingkari*lah satu angka di belakang setiap pertanyaan dengan pedoman sebagai berikut: lingkariilah angka 5 kalau Saudara mau memberikan tanggapan "sangat setuju" atas sebutan yang dikemukakan. Lingkariilah angka 4 apabila Saudara mau memberikan tanggapan "setuju" (lebih rendah dari angka 5). Lingkariilah angka 3 apabila Saudara mau memberikan tanggapan yang "netral" (tidak mendukung, tetapi tidak juga menolak). Lingkariilah angka 2 apabila Saudara mau memberikan tanggapan "tidak setuju", atau angka 1 apabila Saudara mau memberikan tanggapan "sangat tidak setuju".

Jawaban yang lengkap sangat diharapkan untuk pengolahan data. Oleh sebab itu mohon supaya setiap pertanyaan diberi jawaban. Saya mohon juga agar Saudara dapat segera mengisi kuesioner ini dan kemudian menyerahkannya kepada pimpinan perguruan tinggi Saudara. Dari Saudara pimpinan semua jawaban akan dikumpulkan untuk kemudian dibawa ke Amerika Serikat.

Atas bantuan dan kerjasama Saudara-Saudara terlebih dahulu saya ucapkan banyak terima kasih.

Hormat saya,

Richards A. Hutagaol

Catatan: Yang dimaksud dengan *pemimpin* dalam kuesioner ini ialah rektor universitas dan institut, dekan sekolah tinggi, dan direktur akademi.

Translation of Hutagaol April 9 letter to members

Maplewood Apartments E-69  
Berrien Springs, Michigan 49103  
April 9, 1982

To:

1. The Chairman and Members of Board of Trustees
2. Full-time Members of Faculty of Private Institutions of Higher Education in the Territory of Kopertis III, West Java

Dear Sirs:

I really need your help.

In order to fulfill the requirements for obtaining the Doctor of Education degree from Andrews University, Berrien Springs, Michigan, United States of America, I, Richards A. Hutagaol, am writing a dissertation entitled: The Role Expectations of Presidents as Perceived by Presidents, Board of Trustees, and Faculty: A Study of Private Institutions of Higher Education in West Java.

The purpose of this study is to identify the roles which should be undertaken by presidents of private institutions of higher education as perceived by presidents, board of trustee members, and faculty members. Comparison will then be made among the perceptions of the three groups of respondents as well as among the types of higher educational institutions.

I sincerely hope that you will be willing to help make this study successful by filling out the enclosed questionnaire. The questionnaire is the same in content for both board of trustee members and full-time faculty.

First, answer the first two questions by putting a check mark in the proper place. Then give your response to each of the following questions by circling your choice of answer. Circle one figure after each question according to the following: circle figure 5 if you "strongly agree" with a given statement; circle figure 4 if you "agree" (less than "strongly agree"). Circle figure 3 if you want a "neutral" response (neither agree nor disagree). Circle figure 2 if you "disagree" with the statement, or figure 1 if you "strongly disagree."

A complete response is really necessary for the sake of data analysis. I also request that you fill out the questionnaire soon and then submit it to the president of your institution. All returned questionnaires will be picked up from the president's office and will be brought to the United States of America.

Thank you in advance for your help and cooperation.

Sincerely yours,

Richards A. Hutagaol



## APPENDIX C

### FINAL FORMS OF THE QUESTIONNAIRES USED IN THE STUDY

**PERANAN PEMIMPIN PERGURUAN TINGGI  
MENURUT TANGGAPAN PARA PEMIMPIN, PENGURUS YAYASAN, DAN DEWAN DOSEN,  
SUATU PENELITIAN PERGURUAN-PERGURUAN TINGGI SWASTA  
DI JAWA BARAT, INDONESIA**

**Kwesioner**

*Perunjuk:* Penelitian ini dimaksudkan untuk menunjukkan tanggapan Saudara atas peranan pemimpin perguruan tinggi swasta di Propinsi Jawa Barat, Indonesia. Ada sepuluh bahagian pertanyaan yang bertalian dengan berbagai macam peranan pemimpin perguruan tinggi. Tunjukkanlah tanggapan Saudara atas setiap sebutan yang berikut dengan *melingkari* salah satu angka pilihan Saudara.

*Contoh:*

Pemimpin perguruan tinggi seharusnya:

	STS	TS	N	S	SS
101. Bertugas duapuluh empat jam sehari	(1)	2	3	4	5

*Kunci simbol:*

- 1 = Sangat Tidak Setuju (STS)
- 2 = Tidak Setuju (TS)
- 3 = Netral (N)
- 4 = Setuju (S)
- 5 = Sangat Setuju (SS)

Harap tunjukkan jabatan Saudara dengan membubuhi tanda cek(V) pada salah satu kotak berikut:

Pemimpin perguruan tinggi	<input type="checkbox"/>
Pengurus yayasan	<input type="checkbox"/>
Dosen tetap	<input type="checkbox"/>

Institusi Saudara adalah suatu:

Universitas	<input type="checkbox"/>
Institut	<input type="checkbox"/>
Sekolah Tinggi	<input type="checkbox"/>
Akademi	<input type="checkbox"/>

**I. PERANAN DI BIDANG ADMINISTRASI UMUM**

Pemimpin perguruan tinggi swasta seharusnya:

	Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
1. Membentuk struktur organisasi institusi yang jelas	1	2	3	4	5
2. Memikul tanggung jawab secara keseluruhan atas pelaksanaan tugas institusi	1	2	3	4	5
3. Mendelegasikan sebahagian tugasnya kepada bawahannya	1	2	3	4	5
4. Menyediakan rencana jangka pendek dan jangka panjang untuk pengembangan kegiatan institusi	1	2	3	4	5
5. Memprakarsai perumusan statuta institusi	1	2	3	4	5
6. Mencari orang untuk mengisi suatu lowongan pekerjaan atas dasar kemampuan, dan tidak hanya mempertimbangkan orang-orang yang mengajukan permohonan	1	2	3	4	5
7. Sekali-sekali berkompromi dengan golongan berpengaruh setempat	1	2	3	4	5

		Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
		1	2	3	4	5
8.	Menghindarkan keterlibatan dengan partai politik di dalam masyarakat:					
9.	Memimpin kegiatan ke arah tujuan sebagaimana dirumuskan oleh yayasan dan institusi	1	2	3	4	5
10.	Menempatkan orang yang tepat pada tempat yang tepat	1	2	3	4	5
11.	Dapat bekerja sama dengan semua orang pada semua tingkatan	1	2	3	4	5
12.	Memikul tanggung jawab untuk melaksanakan policy/kebijaksanaan pendidikan	1	2	3	4	5
13.	Memelihara nilai-nilai moral yang tinggi	1	2	3	4	5
14.	Merumuskan falsafah pendidikan dari institusi serta menetapkan tujuan yang jelas	1	2	3	4	5
15.	Memberikan penjelasan tentang maksud dan tujuan institusi kepada dewan dosen dan staf	1	2	3	4	5
16.	Mengadakan evaluasi secara periodik atas hasil yang telah dicapai oleh institusi	1	2	3	4	5
17.	Melaksanakan metode dan sikap demokratis	1	2	3	4	5
18.	Membangun kriteria, atas kriteria mana progres pencapaian dapat diukur	1	2	3	4	5
19.	Memegang wewenang tertinggi atas segala hal yang menyangkut pekerjaan institusi	1	2	3	4	5
20.	Merumuskan dengan jelas hak-hak dan tanggung jawab staf, dewan dosen, dan mahasiswa	1	2	3	4	5
<b>II. PERANAN DI BIDANG KEUANGAN</b>						
	Pemimpin perguruan tinggi swasta seharusnya:					
21.	Bekerja sama dengan kepala tata usaha & keuangan untuk menyiapkan anggaran pendapatan dan pengeluaran tahunan	1	2	3	4	5
22.	Mengajukan anggaran pendapatan dan pengeluaran tahunan kepada pengurus yayasan untuk meminta persetujuan	1	2	3	4	5
23.	Melaksanakan anggaran pendapatan dan pengeluaran setelah mendapat persetujuan pengurus yayasan	1	2	3	4	5
24.	Membicarakan dengan staf masalah-masalah anggaran pendapatan dan pengeluaran	1	2	3	4	5
25.	Mencari jalan dan cara untuk meningkatkan keuangan institusi	1	2	3	4	5
26.	Memberikan penjelasan atas program keuangan yang sedang berjalan kepada pengurus yayasan dengan kerjasama kepala tata usaha & keuangan	1	2	3	4	5

	Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
27. Menetapkan daftar gaji untuk institusi	1	2	3	4	5
28. Menyediakan beasiswa dan bantuan keuangan untuk beberapa mahasiswa yang istimewa	1	2	3	4	5
29. Mengadakan evaluasi atas unit-unit anggaran dan mengurangi anggarannya apabila diperlukan	1	2	3	4	5
30. Mencari perwakilan-perwakilan pemerintah yang menyediakan bantuan keuangan untuk program penelitian dan pengajaran	1	2	3	4	5
<b>III. PERANAN DI BIDANG PROGRAM AKADEMIS</b>					
Pemimpin perguruan tinggi swasta seharusnya:					
31. Memberi perhatian utama atas program akademis institusi	1	2	3	4	5
32. Memajukan pengajaran, penelitian, dan pelayanan masyarakat sebagai fungsi utama perguruan tinggi	1	2	3	4	5
33. Menyediakan rencana pengembangan pendidikan dengan tertulis	1	2	3	4	5
34. Turut memberikan kuliah secara regular	1	2	3	4	5
35. Memprakarsai mata-mata kuliah dan program yang baru untuk institusi	1	2	3	4	5
36. Memberikan lebih banyak pertimbangan terhadap faktor kebutuhan bidang pendidikan daripada terhadap faktor biaya di dalam perencanaan anggaran pendapatan dan pengeluaran	1	2	3	4	5
37. Memimpin upacara penamatan/wisuda dan memberikan gelar atas nama institusi	1	2	3	4	5
38. Bertanggung jawab untuk merumuskan syarat-syarat penerimaan mahasiswa	1	2	3	4	5
39. Memajukan kebebasan akademis	1	2	3	4	5
<b>IV. PERANAN DI BIDANG SARANA FISIK</b>					
Pemimpin perguruan tinggi swasta seharusnya:					
40. Memeriksa kampus, bangunan, dan fasilitas lainnya paling sedikit sekali setahun	1	2	3	4	5
41. Menyalurkan dana dari anggaran pendapatan dan pengeluaran untuk perbaikan bangunan dan fasilitas lainnya	1	2	3	4	5
42. Meningkatkan sikap penghargaan yang wajar dari mahasiswa terhadap pemeliharaan barang milik institusi	1	2	3	4	5
43. Mengajukan usul kepada yayasan untuk membuat rencana pengadaan bangunan dan peralatan yang baru	1	2	3	4	5

	Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
44. Mengadakan peninjauan atas fasilitas yang sudah ada untuk menentukan apakah hal itu telah memadai	1	2	3	4	5
45. Mengadakan pembahasan dengan staf tentang peningkatan kebutuhan fisik institusi	1	2	3	4	5
<b>V. PERANAN DI BIDANG FUNGSI KEROHANIAN</b>					
Pemimpin perguruan tinggi swasta seharusnya:					
46. Bertanggung jawab untuk memperkembangkan dan meningkatkan penghayatan Pancasila sebagai falsafah dasar pendidikan dan negara	1	2	3	4	5
47. Memikul tanggung jawab untuk menghindarkan semua pengaruh yang dapat merusak semangat beragama mahasiswa	1	2	3	4	5
48. Mengatur dan berusaha untuk memajukan rasa hormat terhadap agama dan keyakinan terhadap Allah	1	2	3	4	5
49. Meningkatkan semangat beragama anggota staf dan dewan dosen	1	2	3	4	5
50. Membuat perencanaan bersama-sama dengan dewan dosen dan staf atas kegiatan-kegiatan keagamaan mahasiswa	1	2	3	4	5
<b>VI. PERANAN DI BIDANG HUBUNGAN DENGAN YAYASAN</b>					
Pemimpin perguruan tinggi swasta seharusnya:					
51. Memelihara hubungan baik dengan pengurus yayasan	1	2	3	4	5
52. Menyediakan agenda untuk rapat pengurus yayasan	1	2	3	4	5
53. Menyediakan dan memberikan laporan secara teratur kepada pengurus yayasan	1	2	3	4	5
54. Menghadiri setiap rapat pengurus yayasan	1	2	3	4	5
55. Bekerja sama dengan pengurus yayasan dalam pembentukan policy/kebijaksanaan institusi	1	2	3	4	5
56. Bekerja sama dengan pengurus yayasan dalam penyediaan rencana jangka panjang institusi	1	2	3	4	5
57. Mengajukan kepada pengurus yayasan mengenai kebutuhan-kebutuhan institusi	1	2	3	4	5
58. Membuat rekomendasi kepada pengurus yayasan mengenai peningkatan gaji dosen dan staf	1	2	3	4	5
59. Melaksanakan semua keputusan yang secara resmi telah disetujui oleh pengurus yayasan	1	2	3	4	5
60. Memberikan rekomendasi kepada pengurus yayasan sehubungan dengan pengangkatan, peningkatan, penurunan, dan pemberhentian dosen dan anggota-anggota staf	1	2	3	4	5

# VII. PERANAN DI BIDANG HUBUNGAN DENGAN DEWAN DOSEN DAN STAF

Pemimpin perguruan tinggi swasta seharusnya:

	Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
61. Memelihara hubungan kerja yang baik di antara dewan dosen dan staf	1	2	3	4	5
62. Menjamin partisipasi dewan dosen dalam urusan akademis dan policy/kebijaksanaan pengajaran	1	2	3	4	5
63. Selalu memberitahu kepada dewan dosen dan staf mengenai hal-hal yang bertalian dengan hak-hak dan kepentingan-kepentingan mereka	1	2	3	4	5
64. Mengikut sertakan dewan dosen dalam seleksi pengangkatan dosen baru	1	2	3	4	5
65. Mengadakan suatu sistim evaluasi terhadap dewan dosen	1	2	3	4	5
66. Memberikan perlindungan terhadap anggota-anggota dewan dosen dalam usaha mereka mencari kebenaran ilmiah	1	2	3	4	5
67. Bertindak sebagai anggota ex-officio dari semua komite pada institusi	1	2	3	4	5
68. Memimpin rapat-rapat dewan dosen pada institusi	1	2	3	4	5
69. Mengutamakan sikap sebagai penengah (mediator) daripada sebagai pemimpin (leader)	1	2	3	4	5
70. Mengendalikan perselisihan di antara pihak-pihak yang bersaing di dalam institusi	1	2	3	4	5

# VIII. PERANAN DI BIDANG HUBUNGAN MAHASISWA

Pemimpin perguruan tinggi swasta seharusnya:

71. Memegang peranan aktif di bidang urusan dan pelayanan mahasiswa	1	2	3	4	5
72. Bekerja erat dengan pemimpin-pemimpin organisasi mahasiswa	1	2	3	4	5
73. Sering bersedia berdialog dengan mahasiswa	1	2	3	4	5
74. Mencari jalan dan cara untuk mempererat hubungan mahasiswa dengan dosen	1	2	3	4	5
75. Mengangkat penasihat-penasihat untuk organisasi-organisasi dan klub mahasiswa	1	2	3	4	5
76. Memberi bantuan kepada pemimpin-pemimpin organisasi mahasiswa agar sukses mengatur urusan kemahasiswaan	1	2	3	4	5
77. Memperkembangkan sistim partisipasi mahasiswa dalam keputusan-keputusan yang bertalian dengan kegiatan mahasiswa	1	2	3	4	5
78. Meninjau kembali buku pedoman mahasiswa untuk mengadakan perubahan	1	2	3	4	5

	Sangat Tidak Setuju	Tidak Setuju	Netral	Setuju	Sangat Setuju
79. Merencanakan program orientasi terhadap mahasiswa baru pada permulaan setiap tahun kuliah	1	2	3	4	5
30. Memikul tanggung jawab atas disiplin mahasiswa	1	2	3	4	5
<b>IX. PERANAN DI BIDANG HUBUNGAN MASYARAKAT DAN ALUMNI</b>					
Pemimpin perguruan tinggi swasta seharusnya:					
81. Membangun dan memelihara hubungan baik dengan masyarakat dan alumni	1	2	3	4	5
82. Mengadakan hubungan erat dengan alumni untuk memperoleh dukungan mereka terhadap institusi	1	2	3	4	5
83. Menghubungi dan bergaul dengan warga masyarakat yang berpengaruh	1	2	3	4	5
84. Menggerakkan dukungan masyarakat atas pendidikan tinggi	1	2	3	4	5
85. Mengembangkan dan mendorong usaha pelayanan kepada masyarakat	1	2	3	4	5
86. Menjalin hubungan baik dengan perguruan tinggi lainnya baik swasta maupun negeri	1	2	3	4	5
87. Menulis karangan untuk hubungan masyarakat	1	2	3	4	5
88. Membahas masalah dan kebutuhan institusi dengan alumni secara perorangan atau kelompok	1	2	3	4	5
<b>X. PERANAN DI BIDANG HUBUNGAN DENGAN KANTOR-KANTOR PEMERINTAH</b>					
Pemimpin perguruan tinggi swasta seharusnya:					
89. Memikul tanggung jawab untuk menjalin hubungan baik dengan Kantor Departemen Pendidikan dan Kebudayaan dan kantor-kantor pemerintah lainnya yang bertalian dengan pendidikan tinggi	1	2	3	4	5
90. Bekerja sama dengan Koordinator Perguruan Tinggi Swasta setempat dalam peningkatan atau pemeliharaan status institusi	1	2	3	4	5
91. Mengajukan ke Kantor Menteri Pendidikan dan Kebudayaan masalah-masalah yang dihadapi oleh institusi sebagai akibat perundang-undangan atau keputusan-keputusan pemerintah	1	2	3	4	5
92. Mencari subsidi dan bantuan dari dana pemerintah	1	2	3	4	5
93. Membahas bersama-sama dengan pimpinan perguruan tinggi lainnya mengenai masalah perguruan tinggi swasta dan mengajukan resolusi kepada Menteri Pendidikan dan Kebudayaan	1	2	3	4	5

MOHON DIPERIKSA AGAR SETIAP PERTANYAAN SUDAH DIJAWAB. TERIMA KASIH ATAS KERJA SAMA SAUDARA.

### Kwesioner Tambahan

Kwesioner ini dimaksudkan sebagai suatu tambahan atas penelitian "peranan pemimpin perguruan tinggi swasta", dan akan diberikan jawaban hanya oleh para pemimpin saja. Ini bertalian dengan data pribadi pemimpin dan juga beberapa hal yang khusus di bidang kepemimpinan.

*Responden:* Bubuhilah tanda cek (V) atau tulislah jawaban Saudara.

Institusi Saudara adalah suatu:

Universitas	<input type="checkbox"/>
Institut	<input type="checkbox"/>
Sekolah Tinggi	<input type="checkbox"/>
Akademi	<input type="checkbox"/>

#### I. DATA PRIBADI

1. Laki-laki: ☐ Perempuan: ☐
2. Umur: \_\_\_\_\_ tahun
3. Gelar tertinggi: \_\_\_\_\_
4. Bidang ilmu di mana gelar diperoleh: \_\_\_\_\_
5. Tahun berapa gelar diperoleh? \_\_\_\_\_
6. Sudah berapa tahun memegang jabatan sekarang ini? \_\_\_\_\_ tahun
7. Apa jabatan Saudara sebelum memegang jabatan sekarang? \_\_\_\_\_

#### II. KEPEMIMPINAN SAUDARA

1. Siapakah yang mengangkat pemimpin pada institusi Saudara \_\_\_\_\_  
Berapa lama dalam satu masa jabatan? \_\_\_\_\_ tahun.
2. Menurut pertimbangan Saudara, apakah Saudara sudah memiliki persiapan akademis yang cukup sebelum tanggung jawab jabatan pimpinan ini Saudara terima?  

persiapan sudah mencukupi	<input type="checkbox"/>
persiapan belum mencukupi	<input type="checkbox"/>
3. Menurut pertimbangan Saudara, bidang ilmu yang manakah yang terbaik sebagai persiapan akademis pemimpin perguruan tinggi?  

ilmu sosial	<input type="checkbox"/>
ilmu eksakta	<input type="checkbox"/>
ilmu pendidikan	<input type="checkbox"/>
ilmu agama/theologia	<input type="checkbox"/>
yang lain (tuliskan) _____	<input type="checkbox"/>
4. Apakah institusi Saudara memiliki "job description" pemimpin secara tertulis?  

ada	<input type="checkbox"/>
tidak ada	<input type="checkbox"/>



5. Menurut pertimbangan Saudara, latar belakang pengalaman manakah yang terbaik bagi seseorang sebelum memangku tanggung jawab sebagai pemimpin perguruan tinggi?

kepala sekolah ☐  
 kepala tata usaha & keuangan ☐  
 dosen perguruan tinggi ☐  
 yang lain (tuliskan)\_\_\_\_\_ ☐

6. Dari pihak manakah Saudara mendapat kesulitan yang paling berat?

pengurus yayasan ☐  
 dewan dosen ☐  
 mahasiswa ☐  
 pemerintah ☐  
 yang lain (tuliskan)\_\_\_\_\_ ☐

7. Bagaimana pentingnya subsidi dan bantuan keuangan dari pemerintah menolong institusi Saudara?

sangat penting ☐  
 penting ☐  
 tidak penting ☐

8. Bagaimana besarkah arti pertolongan jasa-jasa dan bimbingan yang diberikan oleh Koordinator Perguruan Tinggi Swasta?

sangat menolong ☐  
 menolong ☐  
 tidak menolong ☐

9. Di antara sepuluh bidang peranan pemimpin yang dikemukakan dalam penelitian ini: (1) bidang administrasi umum, (2) keuangan, (3) program akademis, (4) sarana fisik, (5) fungsi kerohanian, (6) hubungan yayasan, (7) hubungan dewan dosen & staf, (8) hubungan mahasiswa, (9) hubungan masyarakat & alumni, (10) hubungan dengan pemerintah; tuliskanlah tiga prioritas pilihan Saudara:

a. prioritas pertama: \_\_\_\_\_  
 b. prioritas kedua: \_\_\_\_\_  
 c. prioritas ketiga: \_\_\_\_\_

MOHON DIPERIKSA AGAR SETIAP PERTANYAAN TELAH DIJAWAB. TERIMA KASIH ATAS KERJASAMA SAUDARA.

ROLE EXPECTATIONS OF PRESIDENTS AS PERCEIVED BY  
PRESIDENTS, BOARD OF TRUSTEES, AND FACULTY  
A STUDY OF PRIVATE INSTITUTIONS  
OF HIGHER EDUCATION IN  
WEST JAVA, INDONESIA

Questionnaire

Instructions: This study is designed to identify your perceptions on role expectations of presidents of private institutions of higher education in the Province of West Java, Indonesia. There are ten sections of questions related to various roles of the presidents. Please indicate your perceptions about each statement by placing a circle around one figure of your choice.

For example: The President should: SD. D. N. A. SA.  
1. Work twenty-four hours a day ① 2 3 4 5

Key of symbols: 1 = Strongly Disagree (SD)  
2 = Disagree (D)  
3 = Neutral (N)  
4 = Agree (A)  
5 = Strongly Agree (SA)

Please indicate your position by checking (✓) one of the following boxes:

President	[ ]
Board member	[ ]
Faculty	[ ]

Your institution is a (an):

University	[ ]
Institute	[ ]
<u>Sekolah Tinggi</u>	[ ]
Academy	[ ]

I. ROLE IN GENERAL ADMINISTRATION

The President should:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Establish a clear organizational structure of the institution	1	2	3	4	5
2. Be responsible for the overall operation of the institution	1	2	3	4	5
3. Delegate part of his duties to his subordinates	1	2	3	4	5

The President should:		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	Prepare short- and long-range planning for improvement of the institution's programs	1	2	3	4	5
5.	Initiate formulation of a constitution for the institution	1	2	3	4	5
6.	Seek able people for open positions rather than considering only those who apply	1	2	3	4	5
7.	Occasionally compromise with local pressure groups	1	2	3	4	5
8.	Avoid involvement with a political party in the society	1	2	3	4	5
9.	Lead activities toward the goals as specified by the board and the institution	1	2	3	4	5
10.	Put the right people to work in the right place	1	2	3	4	5
11.	Be able to work with all people at all levels	1	2	3	4	5
12.	Be responsible for the execution of educational policies of the institution	1	2	3	4	5
13.	Retain high moral values	1	2	3	4	5
14.	Establish the institution philosophy and clearly defined objectives	1	2	3	4	5
15.	Clearly define purposes and goals of the institution to the faculty and staff	1	2	3	4	5
16.	Conduct periodic evaluation of the accomplishment of the institution	1	2	3	4	5
17.	Employ democratic attitudes and methods	1	2	3	4	5
18.	Develop criteria against which progress toward goal achievement is measured	1	2	3	4	5
19.	Have final authority in all matters affecting institutional works	1	2	3	4	5

The President should:		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
20.	Clearly define the rights and responsibilities of staff, faculty, and students					
II. ROLE IN FINANCE						
The President should:						
21.	Work with the business manager in the preparation of an annual budget	1	2	3	4	5
22.	Present an annual budget to the board for approval	1	2	3	4	5
23.	Implement the budget after the approval of the board	1	2	3	4	5
24.	Discuss with the staff budgetary problems	1	2	3	4	5
25.	Find ways and means in order to raise funds for the institution	1	2	3	4	5
26.	Explain with the cooperation of business manager, the current financial program of the institution to the board	1	2	3	4	5
27.	Establish a salary schedule for the institution	1	2	3	4	5
28.	Provide scholarship and financial aid for qualified students	1	2	3	4	5
29.	Evaluate unit budgets and reduce them if necessary	1	2	3	4	5
30.	Pursue governmental agencies that provide financial support for research and instructional programs	1	2	3	4	5
III. ROLE IN ACADEMIC PROGRAMS						
The President should:						
31.	Give primary attention to the academic programs of the institution	1	2	3	4	5

The President should		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
32.	Promote instruction, research, and community services as the primary functions of higher education	1	2	3	4	5
33.	Prepare a written educational-development plan	1	2	3	4	5
34.	Teach courses on a regular basis	1	2	3	4	5
35.	Propose new courses and programs for the institution	1	2	3	4	5
36.	Give more consideration to educational needs rather than to cost factors in budget planning	1	2	3	4	5
37.	Preside at commencement and confer degrees granted by the institution	1	2	3	4	5
38.	Be responsible for structuring admissions standards	1	2	3	4	5
39.	Promote academic freedom	1	2	3	4	5

#### IV. ROLE IN PHYSICAL FACILITIES

The President should:

40.	Inspect campus, buildings, and facilities periodically, at least once a year	1	2	3	4	5
41.	Allocate funds from the budget for the improvement of buildings and facilities	1	2	3	4	5
42.	Promote proper student respect toward the upkeep of the property of the institution	1	2	3	4	5
43.	Recommend to the board plans for new buildings and equipment	1	2	3	4	5
44.	Survey existing facilities to determine adequacy	1	2	3	4	5
45.	Discuss with the staff any physical improvement needs of the institution	1	2	3	4	5

## V. ROLE IN SPIRITUAL FUNCTIONS

The President should:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
46. Be responsible for developing and promoting the acceptance of <u>Pancasila</u> as the basic philosophy of education as well as that of the state	1	2	3	4	5
47. Be responsible for avoiding all influences which destroy religious spirit of the students	1	2	3	4	5
48. Organize and conduct efforts to promote respect toward religion and the belief in God	1	2	3	4	5
49. Promote a religious spirit in the staff and faculty	1	2	3	4	5
50. Make plans with faculty and staff for student religious activities	1	2	3	4	5

## VI. ROLE IN BOARD RELATIONS

The President should:

51. Maintain a good relationship with the board	1	2	3	4	5
52. Prepare agenda for board meetings	1	2	3	4	5
53. Prepare and present regular reports to the board	1	2	3	4	5
54. Attend all board meetings	1	2	3	4	5
55. Work together with the board in the formulation of a policy of the institution	1	2	3	4	5
56. Work together with the board in the preparation of long-range plans for the institution	1	2	3	4	5
57. Present to the board the needs of the institution	1	2	3	4	5
58. Make recommendations to the board concerning salary increases for faculty and staff	1	2	3	4	5

The President should:		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
59.	Execute all decisions officially agreed upon by the board					
60.	Make recommendations to the board related to appointment, promotion, demotion, and dismissal of a faculty or staff member	1	2	3	4	5
VII. ROLE IN FACULTY AND STAFF RELATIONSHIPS						
The President should						
61.	Maintain good working relationships among faculty members and staff	1	2	3	4	5
62.	Secure faculty participation on academic matters and instructional policy	1	2	3	4	5
63.	Keep faculty and staff informed on matters affecting their rights and benefits	1	2	3	4	5
64.	Involve faculty in the selection of new faculty members	1	2	3	4	5
65.	Establish a faculty evaluation system	1	2	3	4	5
66.	Protect faculty members in their search for scientific truth	1	2	3	4	5
67.	Act as ex-officio member of all committees of the institution	1	2	3	4	5
68.	Preside at faculty meetings of the institution	1	2	3	4	5
69.	Be essentially a mediator rather than a leader	1	2	3	4	5
70.	Mediate disputes among competing interests in the institution	1	2	3	4	5

## VIII. ROLE IN STUDENT RELATIONS

The President should:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
71. Assume an active role in the area of student affairs and services	1	2	3	4	5
72. Work closely with student government leaders	1	2	3	4	5
73. Be frequently available to students for dialogue	1	2	3	4	5
74. Find ways and means of bringing students and faculty members closer together	1	2	3	4	5
75. Appoint advisors for student clubs and organizations	1	2	3	4	5
76. Help student government officers to successfully manage the student government	1	2	3	4	5
77. Develop a system of student participation in decisions related to student activities	1	2	3	4	5
78. Review the student handbook for possible revision	1	2	3	4	5
79. Plan orientation programs for new students at the beginning of each school year	1	2	3	4	5
80. Be responsible for student disciplines	1	2	3	4	5

## IX. ROLE IN PUBLIC AND ALUMNI RELATIONS

The President should:

81. Establish and maintain good public and alumni relations	1	2	3	4	5
82. Be closely associated with alumni in order to get their support for the institution	1	2	3	4	5
83. Contact and interact with influential citizens	1	2	3	4	5



		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The President should:						
84.	Mobilize public support for higher education	1	2	3	4	5
85.	Develop and encourage services to the community	1	2	3	4	5
86.	Establish good relationships with other institutions of higher education, both private and state	1	2	3	4	5
87.	Write articles for public relations	1	2	3	4	5
88.	Discuss the problems and needs of the institution with alumni, both individually or collectively	1	2	3	4	5

#### X. ROLE IN GOVERNMENT OFFICES RELATIONS

The President should:

89.	Assume responsibility to build good relationships with the Office of Ministry of Education and Culture and other offices of the government related to higher education	1	2	3	4	5
90.	Work closely with the Regional Coordinator of Private Higher Education in promotion or maintaining the status of the institution	1	2	3	4	5
91.	Present to the Office of Ministry of Education and Culture problems faced by the institution as the consequence of government laws and decisions	1	2	3	4	5
92.	Seek subsidy and assistance from government funds	1	2	3	4	5
93.	Discuss with other presidents problems of private higher education and present resolutions to the Minister of Education and Culture	1	2	3	4	5

PLEASE MAKE SURE THAT EACH QUESTION HAS BEEN ANSWERED. THANK YOU FOR YOUR COOPERATION.

Subsidiary Questionnaire

This questionnaire is intended as a subsidiary study to the role expectations of presidents and will be completed only by the presidents. It deals with personal data of the presidents and with certain aspects of the presidency.

Respondents: Please check your responses (✓) or write your answers:

Your institution is a (an):

University	[   ]
Institute	[   ]
<u>Sekolah Tinggi</u>	[   ]
Academy	[   ]

I. YOUR PERSONAL DATA

1. Male: \_\_\_\_ Female: \_\_\_\_
2. Age: \_\_\_\_\_ years
3. Highest degree: \_\_\_\_\_
4. Field of study in which degree was awarded: \_\_\_\_\_
5. Year of award: \_\_\_\_\_
6. Year(s) in the present position: \_\_\_\_\_
7. What was your position before your present appointment to this presidency?  
\_\_\_\_\_

II. YOUR PRESIDENCY

1. Who appoints the president of your institution? \_\_\_\_\_  
How long in one term? \_\_\_\_\_ years
2. What do you think of your academic preparation before you accepted the responsibility as president?

well prepared	[   ]
not well prepared	[   ]

3. What do you think is the best field of study for the academic preparation of a president?
- |                        |     |
|------------------------|-----|
| social sciences        | [ ] |
| exact sciences         | [ ] |
| education              | [ ] |
| religion/theology      | [ ] |
| others (specify) _____ | [ ] |
4. Do you have a written job description for president of your institution?
- |     |     |
|-----|-----|
| yes | [ ] |
| no  | [ ] |
5. Which do you think is the best background experience before taking responsibility of presidency in higher education?
- |                        |     |
|------------------------|-----|
| school principal       | [ ] |
| business manager       | [ ] |
| teaching in college    | [ ] |
| others (specify) _____ | [ ] |
6. What has been your most persistent problem?
- |                        |     |
|------------------------|-----|
| board of trustees      | [ ] |
| faculty                | [ ] |
| students               | [ ] |
| government             | [ ] |
| others (specify) _____ | [ ] |
7. How important is the subsidy and other financial assistance from the government in helping your institution?
- |                |     |
|----------------|-----|
| very important | [ ] |
| important      | [ ] |
| not important  | [ ] |
8. How helpful has been the services and guidance given by the Coordinator of Private Higher Education to your institution?
- |                |     |
|----------------|-----|
| really helpful | [ ] |
| helpful        | [ ] |
| not helpful    | [ ] |
9. Among the ten areas of roles introduced in this study: (1) general administration, (2) finance, (3) academic programs, (4) physical facilities, (5) spiritual functions, (6) board relations, (7) faculty and staff relations, (8) student relations, (9) public and alumni relations, (10) government offices relations, which would you list as having the highest priority:
- first: \_\_\_\_\_; second \_\_\_\_\_; third \_\_\_\_\_

PLEASE MAKE SURE THAT EACH QUESTION HAS BEEN ANSWERED. THANK YOU!

## APPENDIX D

### LIST OF PRIVATE INSTITUTIONS WHICH PARTICIPATED IN THE STUDY

TABLE 17

## LIST OF PRIVATE INSTITUTIONS WHICH PARTICIPATED IN THIS STUDY

Type & name of institution	Year established	Location	Accreditation status	Enrollment as of 1977
<u>Universities</u>				
1. Universitas Advent Indonesia	1948	Bandung	Registered	531
2. Universitas Ibnu Khaldun Bogor	1961	Bogor	Recognized & Registered	412
3. Universitas Islam Bandung	1958	Bandung	Registered	366
4. Universitas Islam Nusantara	1959	Bandung	Recognized & Registered	1,839
5. Universitas Islam Syekh Yusuf	1966	Tangerang	Registered	214
6. Universitas Kristen Maranatha	1965	Bandung	Registered	597
7. Universitas Pakuan	1961	Bogor	Recognized & Registered	317
8. Universitas Pasundan	1960	Bandung	Recognized & Registered	1,282
9. Universitas 17 Agustus 1945	1962	Cirebon	Registered	452
10. Universitas Siliwangi	1973	Tasikmalaya	Registered	57
11. Universitas Swadaya Gunungjati	1960	Cirebon	Registered	422
<u>Sekolah Tinggi</u>				
12. S.T. Filsafat Theologia Suryagung Bumi	1971	Bandung	Registered	140
13. S.T. Hukum Bandung	1955	Bandung	Recognized & Registered	315
14. S.T. Hukum Galunggung	1973	Tasikmalaya	Registered	269
15. S.T. Hukum Pangkal Perjoangan	1965	Krawang	Registered	268
16. S.T. Hukum Pasundan	1962	Sukabumi	Registered	178
17. S.T. Ilmu Ekonomi	1973	Bandung	Registered	325
18. S.T. Ilmu Kemasyarakatan	1975	Garut	Registered	104
<u>Academies</u>				
19. Akademi Administrasi Niaga	1972	Bandung	Recognized	1,087
20. Akademi Administrasi Negara "Angkasa"	1967	Bandung	Registered	200

TABLE 17--Continued

Type & name of institution	Year established	Location	Accreditation status	Enrollment as of 1977
21. Akademi Akuntansi Bandung	1970	Bandung	Registered	1,066
22. Akademi Akuntansi Tri Dharma Wiryaswasta	1974	Bandung	Registered	504
23. Akademi Bahasa Asing Yapari	1963	Bandung	Recognized	707
24. Akademi Bank Merdeka	1972	Bandung	Registered	257
25. Akademi Ilmu Kehutanan	1965	Bandung	Registered	364
26. Akademi Ilmu Keuangan dan Perbankan (AKPI)	1972	Bandung	Registered	447
27. Akademi Ilmu Keuangan Pasundan Tasikmalaya	1971	Tasikmalaya	Registered	260
28. Akademi Ilmu Management	1974	Tasikmalaya	Registered	210
29. Akademi Ilmu Rumah Tangga	1971	Bandung	Registered	97
30. Akademi Industri dan Niaga D.T.I. Jabar	1967	Bandung	Registered	497
31. Akademi Industri Logam	1972	Bandung	Registered	993
32. Akademi Industri Pariwisata	1962	Bandung	Registered	331
33. Akademi Keuangan dan Perbankan YPKP	1968	Bandung	Recognized	716
34. Akademi Komunikasi Massa	1972	Bandung	Registered	154
35. Akademi Koperasi 12 Juli	1964	Bandung	Registered	142
36. Akademi Perkebunan Bandung	1973	Bandung	Registered	227
37. Akademi Pertanian Nasional	1970	Bandung	Registered	396
38. Akademi Pertanian Tanjungsari	1965	Sumedang	Recognized	248
39. Akademi Perusahaan Perniagaan	1964	Bandung	Registered	182
40. Akademi Sekretaris Bandung	1970	Bandung	Registered	251
41. Akademi Sekretaris Taruna Bhakti	1972	Bandung	Registered	?
42. Akademi Teknik Jen. Ahmad Yani	1974	Bandung	Registered	?
43. Akademi Teknik Pekerjaan Umum	1965	Bandung	Registered	1,620
44. Akademi Teknologi Mandala	1972	Bandung	Registered	449
45. Akademi Teknologi Nasional	1972	Bandung	Registered	885
46. Akademi Tekstil Berdikari	1963	Bandung	Recognized	562

## APPENDIX E

FREQUENCY, PERCENTAGE, CHI-SQUARE, AND CRAMER'S  
PHI OF PRESIDENT, BOARD, AND FACULTY

TABLE 18

FREQUENCY, PERCENTAGE, CHI-SQUARE, AND CRAMER'S PHI COEFFICIENT  
OF THE ROLE EXPECTATIONS OF PRESIDENTS AS PERCEIVED BY THE  
THREE GROUPS OF RESPONDENTS

President = P, n = 46; Board = B, n = 96; Faculty = F, n = 368

SD = Strongly Disagree (none)

D = Disagree

N = Neutral

A = Agree

SA = Strongly Agree

Item	Group	D		N		A		SA	
		n	%	n	%	n	%	n	%
1	P	2	4.35	-	-	16	34.78	28	60.87
	B	5	5.21	3	3.13	32	33.33	56	58.33
	F	5	1.36	4	1.09	141	38.42	217	59.13
	$\chi^2$	P-B-F = 9.25 (df. 6)							
		P-B = 1.54 (df. 3)							
2		P-F = 2.81 (df. 3)							
		B-F = 7.83 (df. 3)							
		Cramer's phi = .09532							
	P	6	13.04	-	-	19	41.30	21	45.65
	B	10	10.42	7	7.29	35	36.46	44	45.83
3	F	38	10.33	16	4.35	180	48.91	134	36.41
	$\chi^2$	P-B-F = 9.14 (df. 6)							
		P-B = 3.74 (df. 3)							
		P-F = 3.71 (df. 3)							
		B-F = 5.64 (df. 3)							
4		Cramer's phi = .09465							
	P	-	-	-	-	25	54.35	21	45.65
	B	-	-	-	-	59	61.46	37	38.54
	F	-	-	-	-	201	54.77	155	42.23
	$\chi^2$	P-B-F = 5.31 (df. 4)							
5		P-B = .39 (df. 1)							
		P-F = 1.49 (df. 2)							
		B-F = 3.73 (df. 2)							
		Cramer's phi = .07233							
	P	1	2.17	-	-	16	34.78	29	63.04
6	B	-	-	1	1.05	44	46.32	50	52.63
	F	2	.54	6	1.63	166	45.11	194	52.72
	$\chi^2$	P-B-F = 5.32 (df. 6)							
		P-B = 4.12 (df. 3)							
		P-F = 4.05 (df. 3)							
7		B-F = .71 (df. 3)							
		Cramer's phi = .07232							



TABLE 18--Continued

Item	Group	D		N		A		SA	
		n	%	n	%	n	%	n	%
5	P	2	4.35	2	4.35	29	63.04	13	28.26
	B	4	4.17	5	5.21	54	56.25	33	34.37
	F	8	2.17	23	6.25	223	60.60	114	30.98
	$\chi^2$	P-B-F = 2.67 (df. 6)							
		P-B = .65 (df. 3)							
		P-F = 1.18 (df. 3)							
		B-F = 1.82 (df. 3)							
		Cramer's phi = .05118							
6	P	2	4.35	4	8.70	21	45.65	19	41.30
	B	1	1.04	9	9.38	40	41.67	46	47.92
	F	13	3.53	29	7.88	169	45.52	157	42.66
	$\chi^2$	P-B-F = 2.81 (df. 6)							
		P-B = 2.04 (df. 3)							
		P-F = .13 (df. 3)							
		B-F = 2.56 (df. 3)							
		Cramer's phi = .05250							
7	P	3	6.52	9	19.57	30	65.22	4	8.70
	B	3	3.13	19	19.79	54	56.25	20	20.83
	F	14	3.80	58	15.76	213	57.88	83	22.55
	$\chi^2$	P-B-F = 6.12 (df. 6)							
		P-B = 3.98 (df. 3)							
		P-F = 5.21 (df. 3)							
		B-F = .98 (df. 3)							
		Cramer's phi = .07744							
8	P	1	2.17	11	23.91	15	32.61	19	41.30
	B	1	1.04	22	22.92	36	37.50	37	38.54
	F	18	4.90	127	34.60	126	34.33	96	26.16
	$\chi^2$	P-B-F = 13.92 (df. 6)							
		P-B = .56 (df. 3)							
		P-F = 5.46 (df. 3)							
		B-F = 10.28 (df. 3)							
		Cramer's phi = .11692							
9	P	-	-	1	2.17	20	43.48	25	54.35
	B	-	-	1	1.04	42	43.75	53	55.21
	F	3	.82	6	1.63	213	57.88	146	39.67
	$\chi^2$	P-B-F = 10.72 (df. 6)							
		P-B = .29 (df. 2)							
		P-F = 4.08 (df. 3)							
		B-F = 8.01 (df. 3)							
		Cramer's phi = .10252							

TABLE 18--Continued

Item	Group	D		N		A		SA	
		n	%	n	%	n	%	n	%
10	P	-	-	1	2.17	12	26.09	33	71.74
	B	-	-	-	-	31	32.29	65	67.71
	F	-	-	1	.27	103	27.99	264	71.74
	$\chi^2$	P-B-F = 5.02 (df. 4)							
		P-B = 2.56 (df. 2)							
		P-F = 3.12 (df. 2)							
		B-F = .92 (df. 2)							
		Cramer's phi = .07016							
11	P	-	-	2	4.35	18	39.13	26	56.52
	B	1	1.04	12	12.50	49	51.04	34	35.42
	F	4	1.09	42	11.44	150	40.87	171	46.59
	$\chi^2$	P-B-F = 8.08 (df. 6)							
		P-B = 6.79 (df. 3)							
		P-F = 3.31 (df. 3)							
		B-F = 4.05 (df. 3)							
		Cramer's phi = .08909							
12	P	-	-	-	--	22	47.83	24	52.17
	B	-	-	5	5.21	46	47.92	45	46.87
	F	3	.82	6	1.63	189	51.36	170	46.20
	$\chi^2$	P-B-F = 7.32 (df. 6)							
		P-B = 2.58 (df. 2)							
		P-F = 1.54 (df. 3)							
		B-F = 5.08 (df. 3)							
		Cramer's phi = .08474							
13	P	-	-	1	2.17	14	30.43	31	67.39
	B	-	-	-	-	36	37.50	60	62.50
	F	1	.27	5	1.36	100	27.17	262	71.20
	$\chi^2$	P-B-F = 5.64 (df. 6)							
		P-B = 2.64 (df. 2)							
		P-F = .55 (df. 3)							
		B-F = 5.16 (df. 3)							
		Cramer's phi = .07438							
14	P	3	6.52	2	4.35	20	43.48	21	45.65
	B	5	5.21	8	8.33	50	52.08	33	34.37
	F	11	2.99	33	8.97	192	52.17	132	35.87
	$\chi^2$	P-B-F = 4.93 (df. 6)							
		P-B = 2.30 (df. 3)							
		P-F = 4.20 (df. 3)							
		B-F = 1.17 (df. 3)							
		Cramer's phi = .06954							

TABLE 18--Continued

Item	Group	D		N		A		SA	
		n	%	n	%	n	%	n	%
15	P	-	-	-	-	29	63.04	17	36.96
	B	-	--	3	3.13	60	62.50	33	34.37
	F	3	.82	5	1.36	214	58.15	146	39.67
	$\chi^2$	P-B-F		= 4.40 (df. 6)					
		P-B		= 1.50 (df. 2)					
		P-F		= 1.24 (df. 3)					
		B-F		= 2.96 (df. 3)					
		Cramer's phi		= .06571					
16	P	-	-	-	-	23	50.00	23	50.00
	B	-	--	-	-	57	59.37	39	40.62
	F	2	.54	8	2.18	193	52.59	164	44.69
	$\chi^2$	P-B-F		= 5.29 (df. 6)					
		P-B		= .76 (df. 1)					
		P-F		= 1.56 (df. 3)					
		B-F		= 3.55 (df. 3)					
		Cramer's phi		= .07207					
17	P	-	-	2	4.35	25	54.35	19	41.30
	B	-	-	6	6.25	65	67.71	25	26.04
	F	-	--	16	4.35	207	56.25	145	39.40
	$\chi^2$	P-B-F		= 6.36 (df. 4)					
		P-B		= 3.41 (df. 2)					
		P-F		= .06 (df. 2)					
		B-F		= 6.00 (df. 2)					
		Cramer's phi		= .07897					
18	P	1	2.17	6	13.04	25	54.35	14	30.43
	B	1	1.04	12	12.50	60	62.50	23	23.96
	F	5	1.36	41	11.17	239	65.12	82	22.34
	$\chi^2$	P-B-F		= 2.43 (df. 6)					
		P-B		= 1.14 (df. 3)					
		P-F		= 2.20 (df. 3)					
		B-F		= .35 (df. 3)					
		Cramer's phi		= .04887					
19	P	7	15.22	4	8.70	21	45.65	14	30.43
	B	11	11.46	17	17.71	44	45.83	24	25.00
	F	37	10.05	46	12.50	201	54.62	84	22.83
	$\chi^2$	P-B-F		= 5.98 (df. 6)					
		P-B		= 2.40 (df. 3)					
		P-F		= 3.13 (df. 3)					
		B-F		= 2.93 (df. 3)					
		Cramer's phi		= .07654					

TABLE 18--Continued

Item	Group	D		N		A		SA	
		n	%	n	%	n	%	n	%
20	P	1	2.17	1	2.17	24	52.17	20	43.48
	B	-	-	6	6.25	53	55.21	37	38.54
	F	5	1.36	11	3.00	192	52.32	159	43.32
	$\chi^2$	P-B-F		= 4.71 (df. 6)					
		P-B		= 3.38 (df. 3)					
		P-F		= .28 (df. 3)					
		B-F		= 4.03 (df. 3)					
		Cramer's phi		= .06804					
21	P	3	6.52	3	6.52	22	47.82	18	39.13
	B	1	1.04	7	7.29	52	54.17	36	37.50
	F	18	4.90	17	4.63	200	54.50	132	35.97
	$\chi^2$	P-B-F		= 4.83 (df. 6)					
		P-B		= 3.60 (df. 3)					
		P-F		= .96 (df. 3)					
		B-F		= 3.86 (df. 3)					
		Cramer's phi		= .06889					
22	P	1	2.17	2	4.35	22	47.83	21	45.65
	B	1	1.04	2	2.08	51	53.12	42	43.75
	F	1	.27	16	4.35	226	61.41	125	33.97
	$\chi^2$	P-B-F		= 8.88 (df. 6)					
		P-B		= 1.04 (df. 3)					
		P-F		= 5.91 (df. 3)					
		B-F		= 4.95 (df. 3)					
		Cramer's phi		= .09332					
23	P	2	4.35	3	6.52	24	52.17	17	36.96
	B	1	1.04	3	3.13	51	53.12	41	42.17
	F	6	1.63	25	6.79	220	59.78	117	31.79
	$\chi^2$	P-B-F		= 7.37 (df. 6)					
		P-B		= 2.18 (df. 3)					
		P-F		= 2.31 (df. 3)					
		B-F		= 5.11 (df. 3)					
		Cramer's phi		= .08503					
24	P	1	2.17	1	2.17	26	56.52	18	39.13
	B	2	2.08	5	5.21	62	64.58	27	28.12
	F	7	1.90	36	9.78	218	59.24	107	29.08
	$\chi^2$	P-B-F		= 6.18 (df. 6)					
		P-B		= 2.19 (df. 3)					
		P-F		= 4.08 (df. 3)					
		B-F		= 2.20 (df. 3)					
		Cramer's phi		= .07782					

TABLE 18--Continued

Item	Group	D		N		A		SA	
		n	%	n	%	n	%	n	%
25	P	4	8.70	6	13.04	14	30.43	22	47.83
	B	5	5.21	6	6.25	56	58.33	29	30.21
	F	8	2.17	34	9.24	187	50.82	139	37.77
	$\chi^2$	P-B-F		= 15.66 (df. 6)					
		P-B		= 9.89 (df. 3)					
		P-F		= 11.17 (df. 3)					
		B-F		= 5.32 (df. 3)					
		Cramer's phi		= .12392					
26	P	1	2.17	6	13.04	22	47.83	17	36.96
	B	-	--	8	8.33	59	61.46	29	30.21
	F	3	.82	29	7.90	230	62.67	105	28.61
	$\chi^2$	P-B-F		= 5.62 (df. 6)					
		P-B		= 4.24 (df. 3)					
		P-F		= 4.49 (df. 3)					
		B-F		= .89 (df. 3)					
		Cramer's phi		= .07427					
27	P	6	13.04	9	19.57	23	50.00	8	17.39
	B	14	14.58	17	17.71	48	50.00	17	17.71
	F	25	6.79	73	19.84	184	50.00	86	23.37
	$\chi^2$	P-B-F		= 8.00 (df. 6)					
		P-B		= .11 (df. 3)					
		P-F		= 2.78 (df. 3)					
		B-F		= 6.77 (df. 3)					
		Cramer's phi		= .08856					
28		2	4.35	3	6.52	20	43.48	21	45.65
	B	3	3.13	13	13.54	61	63.54	19	19.79
	F	6	1.63	32	8.72	184	50.14	145	39.51
	$\chi^2$	P-B-F		= 16.92 (df. 6)					
		P-B		= 11.07 (df. 3)					
		P-F		= 2.54 (df. 3)					
		B-F		= 13.63 (df. 3)					
		Cramer's phi		= .12892					
29	P	3	6.52	4	8.70	28	60.87	11	23.91
	B	2	2.08	11	11.46	59	61.46	24	25.00
	F	5	1.36	35	9.51	245	66.58	83	22.55
	$\chi^2$	P-B-F		= 6.58 (df. 6)					
		P-B		= 1.98 (df. 3)					
		P-F		= 5.90 (df. 3)					
		B-F		= 1.06 (df. 3)					
		Cramer's phi		= .08032					

TABLE 18--Continued

Item	Group	D		N		A		SA	
		n	%	n	%	n	%	n	%
30	P	2	4.35	4	8.70	26	56.52	14	30.43
	B	2	2.08	14	14.58	52	54.17	28	29.17
	F	7	1.90	67	18.21	161	43.75	133	36.14
	$\chi^2$	P-B-F = 7.73 (df. 6)							
		P-B = 1.46 (df. 3)							
		P-F = 5.13 (df. 3)							
		B-F = 3.45 (df. 3)							
		Cramer's phi = .08708							
31	P	-	--	1	2.17	17	36.96	28	60.87
	B	-	-	3	3.13	42	43.75	51	53.12
	F	-	--	7	1.90	162	44.02	199	54.08
	$\chi^2$	P-B-F = 1.39 (df. 4)							
		P-B = .78 (df. 2)							
		P-F = .83 (df. 2)							
		B-F = .54 (df. 2)							
		Cramer's phi = .03693							
32	P	1	2.17	-	--	21	41.65	24	52.17
	B	1	1.04	-	--	50	52.08	45	46.87
	F	-	--	2	.54	181	49.32	184	50.14
	$\chi^2$	P-B-F = 7.45 (df. 6)							
		P-B = .72 (df. 2)							
		P-F = 8.38 (df. 3)							
		B-F = 4.63 (df. 3)							
		Cramer's phi = .08556							
33	P	2	4.35	5	10.87	22	47.83	17	36.96
	B	1	1.04	2	2.08	65	67.71	28	29.17
	F	1	.27	24	6.52	205	55.71	138	37.50
	$\chi^2$	P-B-F = 17.33 (df. 6)							
		P-B = 9.08 (df. 3)							
		P-F = 10.94 (df. 3)							
		B-F = 7.09 (df. 3)							
		Cramer's phi = .13034							
34	P	2	4.35	14	30.43	22	47.83	8	17.39
	B	16	16.67	40	41.67	35	36.46	5	5.21
	F	42	11.41	123	33.42	157	42.66	46	12.50
	$\chi^2$	P-B-F = 12.00 (df. 6)							
		P-B = 10.80 (df. 3)							
		P-F = 3.03 (df. 3)							
		B-F = 7.55 (df. 3)							
		Cramer's phi = .10847							

TABLE 18--Continued

Item	Group	D		N		A		SA	
		n	%	n	%	n	%	n	%
35	P	1	2.17	6	13.04	28	60.87	11	23.91
	B	-	-	24	25.00	58	60.42	14	14.58
	F	10	2.72	72	19.57	222	60.33	64	17.39
	$\chi^2$	P-B-F = 6.51 (df. 6)							
		P-B = 5.73 (df. 3)							
		P-F = 1.93 (df. 3)							
		B-F = 4.05 (df. 3)							
		Cramer's phi = .07989							
36	P	5	10.87	9	19.57	21	45.65	11	23.91
	B	11	11.46	20	20.83	51	53.12	14	14.58
	F	19	5.16	81	22.01	209	56.79	59	16.03
	$\chi^2$	P-B-F = 8.52 (df. 6)							
		P-B = 1.91 (df. 3)							
		P-F = 4.82 (df. 3)							
		B-F = 5.00							
		Cramer's phi = .09142							
37	P	-	-	7	15.22	25	54.35	14	30.43
	B	-	-	12	12.50	59	61.46	25	26.04
	F	1	.27	39	10.60	218	59.24	110	29.89
	$\chi^2$	P-B-F = 1.96 (df. 6)							
		P-B = .66 (df. 2)							
		P-F = 1.08 (df. 3)							
		B-F = .97 (df. 3)							
		Cramer's phi = .04387							
38	P	1	2.17	3	6.52	28	60.87	14	30.43
	B	-	-	14	14.58	60	62.50	22	22.92
	F	10	2.72	42	11.44	227	61.85	88	23.98
	$\chi^2$	P-B-F = 5.20 (df. 6)							
		P-B = 4.48 (df. 3)							
		P-F = 1.65 (df. 3)							
		B-F = 3.28 (df. 3)							
		Cramer's phi = .07145							
39	P	-	-	9	19.57	30	65.22	7	15.22
	B	4	4.17	17	17.71	58	60.42	17	17.71
	F	11	3.01	62	16.94	196	53.55	97	26.50
	$\chi^2$	P-B-F = 7.48 (df. 6)							
		P-B = 2.21 (df. 3)							
		P-F = 4.62 (df. 3)							
		B-F = 3.38 (df. 3)							
		Cramer's phi = .08580							

TABLE 18 --Continued

Item	Group	D		N		A		SA	
		n	%	n	%	n	%	n	%
40	P	6	13.04	3	6.52	24	52.17	13	28.26
	B	9	9.38	17	17.71	42	43.75	28	29.17
	F	26	7.07	44	11.96	185	50.27	113	30.71
	$\chi^2$	P-B-F		= 6.42 (df. 6)					
		P-B		= 3.64 (df. 3)					
		P-F		= 3.06 (df. 3)					
		B-F		= 3.18 (df. 3)					
		Cramer's phi		= .07935					
41	P	4	8.70	3	6.52	27	58.70	12	26.09
	B	2	2.08	11	11.46	66	68.75	17	17.71
	F	9	2.45	18	4.89	244	66.30	97	26.36
	$\chi^2$	P-B-F		= 13.80 (df. 6)					
		P-B		= 5.54 (df. 3)					
		P-F		= 5.66 (df. 3)					
		B-F		= 7.68 (df. 3)					
		Cramer's phi		= .11630					
42	P	1	2.17	1	2.17	24	52.17	20	43.48
	B	1	1.04	2	2.08	63	65.62	30	31.25
	F	2	.54	17	4.62	219	59.51	130	35.33
	$\chi^2$	P-B-F		= 5.44 (df. 6)					
		P-B		= 2.52 (df. 3)					
		P-F		= 3.19 (df. 3)					
		B-F		= 2.32 (df. 3)					
		Cramer's phi		= .07301					
43	P	-	-	3	6.52	25	54.35	18	39.13
	B	-	-	4	4.17	54	56.25	38	39.58
	F	-	-	10	2.72	214	58.15	144	39.13
	$\chi^2$	P-B-F		= 2.16 (df. 4)					
		P-B		= .37 (df. 2)					
		P-F		= 1.99 (df. 2)					
		B-F		= .58 (df. 2)					
		Cramer's phi		= .04600					
44	P	1	2.17	1	2.17	29	69.57	12	26.09
	B	1	1.04	2	2.08	69	71.87	24	25.00
	F	3	.54	13	3.53	251	68.21	102	27.72
	$\chi^2$	P-B-F		= 2.52 (df. 6)					
		P-B		= .32 (df. 3)					
		P-F		= 1.77 (df. 3)					
		B-F		= 1.42 (df. 3)					
		Cramer's phi		= .04972					



TABLE 18--Continued

Item	Group	D		N		A		SA	
		n	%	n	%	n	%	n	%
45	P	1	2.17	1	2.17	29	53.04	15	32.61
	B	-	-	3	3.13	72	75.00	21	21.87
	F	3	.82	12	3.26	225	61.14	128	34.78
	$\chi^2$	P-B-F		= 8.29 (df. 6)					
		P-B		= 4.23 (df. 3)					
		P-F		= 1.02 (df. 3)					
		B-F		= 7.02 (df. 3)					
		Cramer's phi		= .09013					
46	P	-	-	1	2.17	15	32.61	30	65.22
	B	-	-	2	2.08	39	40.62	55	57.29
	F	3	.82	26	7.08	160	43.60	178	48.50
	$\chi^2$	P-B-F		= 9.77 (df. 6)					
		P-B		= .85 (df. 2)					
		P-F		= 5.32 (df. 3)					
		B-F		= 5.26 (df. 3)					
		Cramer's phi		= .09796					
47	P	2	4.35	2	4.35	22	47.83	20	43.48
	B	1	1.04	6	6.25	37	38.54	52	54.17
	F	6	1.63	22	5.99	177	48.23	162	44.14
	$\chi^2$	P-B-F		= 5.56 (df. 6)					
		P-B		= 5.15 (df. 3)					
		P-F		= 1.75 (df. 3)					
		B-F		= 3.38 (df. 3)					
		Cramer's phi		= .07393					
48	P	1	2.17	-	-	19	41.30	26	56.52
	B	1	1.04	3	3.13	37	38.54	55	57.29
	F	-	-	20	5.45	150	40.87	197	53.68
	$\chi^2$	P-B-F		= 9.70 (df. 6)					
		P-B		= 1.79 (df. 3)					
		P-F		= 10.55 (df. 3)					
		B-F		= 4.94 (df. 3)					
		Cramer's phi		= .09764					
49	P	1	2.17	4	8.70	22	47.83	19	41.30
	B	1	1.04	6	6.25	51	53.12	38	39.58
	F	1	.27	48	13.08	135	36.78	183	49.86
	$\chi^3$	P-B-F		= 14.00 (df. 6)					
		P-B		= .74 (df. 3)					
		P-F		= 5.60 (df. 3)					
		B-F		= 10.83 (df. 3)					
		Cramer's phi		= .11727					

TABLE 18--Continued

Item	Group	D		N		A		SA	
		n	%	n	%	n	%	n	%
50	P	1	2.17	6	13.04	26	56.52	13	28.26
	B	1	1.04	7	7.29	58	60.42	30	31.25
	F	12	3.27	62	16.89	170	46.32	123	33.51
	$\chi^2$	P-B-F		= 10.18 (df. 6)					
		P-B		= 1.58 (df. 3)					
		P-F		= 1.76 (df. 3)					
		B-F		= 9.24 (df. 3)					
		Cramer's phi		= .10001					
51	P	-	-	2	4.35	9	19.57	35	76.09
	B	-	-	1	1.04	36	37.50	59	61.46
	F	-	-	2	.54	156	42.39	210	57.07
	$\chi^2$	P-B-F		= 14.11 (df. 4)					
		P-B		= 5.77 (df. 2)					
		P-F		= 13.97 (df. 2)					
		B-F		= .99 (df. 2)					
		Cramer's phi		= .11760					
52	P	9	19.57	12	26.09	17	36.96	8	17.39
	B	9	9.38	12	12.50	50	52.08	25	26.04
	F	27	7.34	64	17.39	197	53.53	80	21.74
	$\chi^2$	P-B-F		= 13.64 (df. 6)					
		P-B		= 8.45 (df. 3)					
		P-F		= 11.25 (df. 3)					
		B-F		= 2.17 (df. 3)					
		Cramer's phi		= .11563					
53	P	-	-	4	8.70	24	52.17	18	39.13
	B	-	-	6	6.25	45	46.87	45	46.87
	F	1	.27	9	2.45	238	64.85	119	32.43
	$\chi^3$	P-B-F		= 15.90 (df. 6)					
		P-B		= .86 (df. 2)					
		P-F		= 6.78 (df. 3)					
		B-F		= 12.16 (df. 3)					
		Cramer's phi		= .12498					
54	P	9	19.57	8	17.39	18	39.13	11	23.91
	B	4	4.17	14	14.58	54	56.25	24	25.00
	F	21	5.71	66	17.93	204	55.43	77	20.92
	$\chi^2$	P-B-F		= 16.16 (df. 6)					
		P-B		= 10.03 (df. 3)					
		P-F		= 13.04 (df. 3)					
		B-F		= 1.42 (df. 3)					
		Cramer's phi		= .12586					

TABLE 18--Continued

Item	Group	D		N		A		SA	
		n	%	n	%	n	%	n	%
55	P	-	-	5	10.87	25	54.35	16	34.78
	B	-	-	5	5.21	60	62.50	31	32.29
	F	7	1.90	26	7.07	235	63.86	100	27.17
	$\chi^2$	P-B-F		= 6.02 (df. 6)					
		P-B		= 1.82 (df. 2)					
		P-F		= 3.10 (df. 3)					
		B-F		= 2.95 (df. 3)					
		Cramer's phi		= .07681					
56	P	-	-	5	10.87	29	63.04	12	26.09
	B	-	-	6	6.25	57	59.37	33	34.37
	F	2	.54	17	4.62	239	64.95	110	29.89
	$\chi^2$	P-B-F		= 4.99 (df. 6)					
		P-B		= 1.60 (df. 2)					
		P-F		= 3.48 (df. 3)					
		B-F		= 1.80 (df. 3)					
		Cramer's phi		= .06996					
57	P	-	-	4	8.70	24	52.17	18	39.13
	B	1	1.04	3	3.13	58	60.42	34	35.42
	F	4	1.09	12	3.27	237	64.58	114	31.06
	$\chi^2$	P-B-F		= 6.04 (df. 6)					
		P-B		= 2.92 (df. 3)					
		P-F		= 5.44 (df. 3)					
		B-F		= .66 (df. 3)					
		Cramer's phi		= .07703					
58	P	-	-	6	13.04	27	58.70	13	28.26
	B	1	1.04	5	5.21	61	63.54	29	30.21
	F	4	1.09	16	4.35	199	54.08	149	40.49
	$\chi^2$	P-B-F		= 10.89 (df. 6)					
		P-B		= 3.10 (df. 3)					
		P-F		= 8.04 (df. 3)					
		B-F		= 3.44 (df. 3)					
		Cramer's phi		= .10334					
59	P	-	-	4	8.70	26	56.52	16	34.78
	B	1	1.04	5	5.21	44	45.83	46	47.92
	F	4	1.09	13	3.53	226	61.41	125	33.97
	$\chi^2$	P-B-F		= 10.54 (df. 6)					
		P-B		= 3.03 (df. 3)					
		P-F		= 3.32 (df. 3)					
		B-F		= 7.75 (df. 3)					
		Cramer's phi		= .10164					

TABLE 18--Continued

Item	Group	D		N		A		SA	
		n	%	n	%	n	%	n	%
60	P	2	4.35	4	8.70	24	52.17	16	34.78
	B	2	2.08	5	5.21	60	62.50	29	30.21
	F	6	1.63	27	7.34	227	61.68	108	29.35
	$\chi^2$	P-B-F		= 3.29 (df. 6)					
		P-B		= 1.93 (df. 3)					
		P-F		= 2.68 (df. 3)					
		B-F		= .62 (df. 3)					
		Cramer's phi		= .05675					
61	P	-	-	-	-	18	39.13	28	60.87
	B	-	-	3	3.13	34	35.42	59	61.46
	F	-	-	-	-	156	42.39	212	57.61
	$\chi^2$	P-B-F		= 14.12 (df. 4)					
		P-B		= 1.56 (df. 2)					
		P-F		= .07 (df. 1)					
		B-F		= 12.60 (df. 2)					
		Cramer's phi		= .11764					
62	P	-	-	2	4.35	26	56.52	18	39.13
	B	2	2.08	6	6.25	59	61.46	29	30.21
	F	1	.27	8	2.17	219	59.51	140	38.04
	$\chi^2$	P-B-F		= 10.30 (df. 6)					
		P-B		= 2.03 (df. 3)					
		P-F		= 1.00 (df. 3)					
		B-F		= 9.39 (df. 3)					
		Cramer's phi		= .10050					
63	P	1	2.17	1	2.17	32	69.57	12	26.09
	B	1	1.04	7	7.29	58	60.42	30	31.25
	F	4	1.09	21	5.71	204	55.43	139	37.77
	$\chi^2$	P-B-F		= 5.61 (df. 6)					
		P-B		= 2.42 (df. 3)					
		P-F		= 4.32 (df. 3)					
		B-F		= 1.54 (df. 3)					
		Cramer's phi		= .07415					
64	P	7	15.22	10	21.74	24	52.17	5	10.87
	B	12	12.50	17	17.71	57	59.37	10	10.42
	F	24	6.52	99	26.90	176	47.83	69	18.75
	$\chi^2$	P-B-F		= 14.99 (df. 6)					
		P-B		= .73 (df. 2)					
		P-F		= 6.12 (df. 3)					
		B-F		= 11.21 (df. 3)					
		Cramer's phi		= .12124					

TABLE 18 --Continued

Item	Group	D		N		A		SA	
		n	%	n	%	n	%	n	%
65	P	-	-	5	10.87	30	65.22	11	23.91
	B	-	-	18	18.75	54	56.25	24	25.00
	F	6	1.63	48	13.08	226	61.58	87	23.71
	$\chi^2$	P-B-F = 4.98 (df. 6)							
		P-B = 1.63 (df. 2)							
		P-F = 1.00 (df. 3)							
		B-F = 3.70 (df. 3)							
		Cramer's phi = .06996							
66	P	-	-	5	10.87	26	56.52	15	32.61
	B	-	-	5	5.21	61	63.54	30	31.25
	F	1	.27	12	3.27	198	53.95	156	42.51
	$\chi^2$	P-B-F = 10.36 (df. 6)							
		P-B = 1.68 (df. 2)							
		P-F = 6.88 (df. 3)							
		B-F = 4.69 (df. 3)							
		Cramer's phi = .10090							
67	P	4	8.70	12	26.09	27	58.70	3	6.52
	B	3	3.13	22	22.92	55	57.29	16	16.67
	F	20	5.46	109	29.78	200	54.64	37	10.11
	$\chi^2$	P-B-F = 7.31 (df. 6)							
		P-B = 4.49 (df. 3)							
		P-F = 1.59 (df. 3)							
		B-F = 5.05 (df. 3)							
		Cramer's phi = .08479							
68	P	-	-	9	19.57	30	65.22	7	15.22
	B	2	2.08	13	13.54	61	63.54	20	20.83
	F	18	4.95	54	14.84	222	60.99	70	19.23
	$\chi^2$	P-B-F = 5.04 (df. 6)							
		P-B = 2.22 (df. 3)							
		P-F = 3.34 (df. 3)							
		B-F = 1.70 (df. 3)							
		Cramer's phi = .07058							
69	P	14	30.43	3	6.52	25	54.35	4	8.70
	B	15	15.62	15	15.62	53	55.21	13	13.54
	F	40	10.90	47	12.81	190	51.77	90	24.52
	$\chi^2$	P-B-F = 22.12 (df. 6)							
		P-B = 5.99 (df. 3)							
		P-F = 17.82 (df. 3)							
		B-F = 6.18 (df. 3)							
		Cramer's phi = .14741							

TABLE 18--Continued

Item	Group	D		N		A		SA	
		n	%	n	%	n	%	n	%
70	P	-	-	-	-	35	76.09	11	23.91
	B	1	1.04	8	8.33	57	59.37	30	31.25
	F	1	.27	31	8.45	217	59.13	118	32.15
	$\chi^2$	P-B-F		= 8.08 (df 6)					
		P-B		= 6.23 (df 3)					
		P-F		= 6.83 (df 3)					
		B-F		= 1.06 (df 3)					
		Cramer's phi		= .08908					
71	P	8	17.39	9	19.57	24	52.17	5	10.87
	B	9	9.38	20	20.83	54	56.25	13	13.54
	F	46	12.57	64	17.49	206	56.28	50	13.66
	$\chi^2$	P-B-F		= 2.52 (df 6)					
		P-B		= 1.96 (df 3)					
		P-F		= 1.19 (df 3)					
		B-F		= 1.12 (df 3)					
		Cramer's phi		= .04976					
72	P	2	4.35	7	15.22	28	60.87	9	19.57
	B	1	1.04	17	17.71	58	60.42	20	20.83
	F	16	4.37	66	18.03	223	60.93	61	16.67
	$\chi^2$	P-B-F		= 3.33 (df 6)					
		P-B		= 1.75 (df 3)					
		P-F		= .38 (df 3)					
		B-F		= 3.05 (df 3)					
		Cramer's phi		= .05728					
73	P	-	-	4	8.70	28	60.87	14	30.43
	B	4	4.17	8	8.33	62	64.58	22	22.92
	F	5	1.37	20	5.48	238	65.21	102	27.95
	$\chi^2$	P-B-F		= 6.70 (df 6)					
		P-B		= 2.68 (df 3)					
		P-F		= 1.56 (df 3)					
		B-F		= 4.78 (df 3)					
		Cramer's phi		= .08129					
74	P	1	2.17	-	-	31	67.39	14	30.43
	B	2	2.08	7	7.29	68	70.83	19	19.79
	F	3	.82	22	5.99	244	66.49	98	26.70
	$\chi^2$	P-B-F		= 6.62 (df 6)					
		P-B		= 4.92 (df 3)					
		P-F		= 3.75 (df 3)					
		B-F		= 2.99 (df 3)					
		Cramer's phi		= .08067					

TABLE 18--Continued

Item	Group	D		N		A		SA	
		n	%	n	%	n	%	n	%
75	P	6	13.04	10	21.74	23	50.00	7	15.22
	B	3	3.13	25	26.04	51	53.12	17	17.71
	F	20	5.45	81	22.07	206	56.13	60	16.35
	$\chi^2$	P-B-F		= 6.55 (df 6)					
		P-B		= 5.23 (df 3)					
		P-F		= 4.06 (df 3)					
		B-F		= 1.56 (df 3)					
		Cramer's phi		= .08024					
76	P	-	-	5	10.87	31	67.39	10	21.74
	B	1	1.04	7	7.29	66	68.75	22	22.92
	F	10	2.72	34	9.26	250	68.12	73	19.89
	$\chi^2$	P-B-F		= 2.98 (df 6)					
		P-B		= .98 (df 3)					
		P-F		= 1.44 (df 3)					
		B-F		= 1.59 (df 3)					
		Cramer's phi		= .05413					
77	P	-	-	3	6.52	32	69.57	11	23.91
	B	1	1.04	10	10.42	73	76.04	12	12.50
	F	1	.27	33	8.99	259	70.59	74	20.16
	$\chi^2$	P-B-F		= 5.19 (df 6)					
		P-B		= 3.67 (df 3)					
		P-F		= .70 (df 3)					
		B-F		= 3.93 (df 3)					
		Cramer's phi		= .07137					
78	P	2	4.35	8	17.39	30	65.22	6	13.04
	B	3	3.13	19	19.79	62	64.58	12	12.50
	F	3	.82	60	16.39	243	66.39	60	16.39
	$\chi^2$	P-B-F		= 6.52 (df 6)					
		P-B		= .24 (df 3)					
		P-F		= 4.51 (df 3)					
		B-F		= 4.40 (df 3)					
		Cramer's phi		= .08011					
79	P	2	4.35	9	19.57	29	63.04	6	13.04
	B	5	5.21	18	18.75	57	59.37	16	16.67
	F	15	4.09	63	17.17	238	64.85	51	13.90
	$\chi^2$	P-B-F		= 1.26 (df 6)					
		P-B		= .39 (df 3)					
		P-F		= .18 (df 3)					
		B-F		= 1.09 (df 3)					
		Cramer's phi		= .03516					

TABLE 18--Continued

Item	Group	D		N		A		SA	
		n	%	n	%	n	%	n	%
80	P	3	6.52	9	19.57	26	56.52	8	17.39
	B	2	2.08	11	11.46	66	68.75	17	17.71
	F	9	2.45	51	13.90	235	64.03	72	19.62
	$\chi^2$	P-B-F = 5.07 (df 6)							
		P-B = 3.91 (df 3)							
		P-F = 3.70 (df 3)							
		B-F = .79 (df 3)							
		Cramer's phi = .07059							
81	P	-	-	-	-	27	58.70	19	41.30
	B	-	-	2	2.08	58	60.42	36	37.50
	F	1	.27	7	1.90	219	59.51	141	38.32
	$\chi^2$	P-B-F = 1.43 (df 6)							
		P-B = 1.09 (df 3)							
		P-F = 1.10 (df 3)							
		B-F = .30 (df 3)							
		Cramer's phi = .03746							
82	P	1	2.17	4	8.70	29	63.04	12	26.09
	B	1	1.04	7	7.29	63	65.62	25	26.04
	F	2	.54	31	8.42	221	60.05	114	30.98
	$\chi^2$	P-B-F = 2.86 (df 6)							
		P-B = .39 (df 3)							
		P-F = 1.89 (df 3)							
		B-F = 1.42 (df 3)							
		Cramer's phi = .05299							
83	P	1	2.17	4	8.70	32	69.57	9	19.57
	B	1	1.04	14	14.58	61	63.54	20	20.83
	F	4	1.09	61	16.58	218	59.24	85	23.10
	$\chi^2$	P-B-F = 3.32 (df 6)							
		P-B = 1.33 (df 3)							
		P-F = 2.96 (df 3)							
		B-F = .60 (df 3)							
		Cramer's phi = .05708							
84	P	1	2.17	6	13.04	23	50.00	16	34.78
	B	-	-	18	18.75	56	58.33	22	22.92
	F	4	1.09	46	12.50	222	60.33	96	26.09
	$\chi^2$	P-B-F = 6.27 (df 6)							
		P-B = 4.71 (df 3)							
		P-F = 2.29 (df 3)							
		B-F = 3.55 (df 3)							
		Cramer's phi = .07839							



TABLE 18--Continued

Item	Group	D		N		A		SA		
		n	%	n	%	n	%	n	%	
85	P	1	2.17	2	4.35	29	63.04	14	30.43	
	B	1	1.04	11	11.46	63	65.62	21	21.87	
	F	2	.54	32	8.70	243	66.03	91	24.73	
	$\chi^2$	P-B-F		= 4.27 (df 6)						
		P-B		= 2.96 (df 3)						
		P-F		= 3.02 (df 3)						
		B-F		= 1.18 (df 3)						
		Cramer's phi		= .06470						
	86	P	-	-	1	2.17	22	47.83	23	50.00
B		-	-	1	1.04	45	46.87	50	52.08	
F		-	-	9	2.45	173	47.01	186	50.54	
$\chi^2$		P-B-F		= .74 (df 4)						
		P-B		= .32 (df 2)						
		P-F		= .02 (df 2)						
		B-F		= .73 (df 2)						
		Cramer's phi		= .02701						
87		P	-	-	7	15.22	28	60.87	11	23.91
	B	1	1.04	24	25.00	54	56.26	17	17.71	
	F	2	.54	102	27.72	202	54.89	62	16.85	
	$\chi^2$	P-B-F		= 4.55 (df 6)						
		P-B		= 2.56 (df 3)						
		P-F		= 4.10 (df 3)						
		B-F		= .56 (df 3)						
		Cramer's phi		= .06677						
	88	P	2	4.35	10	21.74	27	58.70	7	15.22
B		3	3.13	21	21.87	61	63.54	11	11.46	
F		14	3.81	82	22.34	225	61.31	46	12.53	
$\chi^2$		P-B-F		= .64 (df 6)						
		P-B		= .60 (df 3)						
		P-F		= .31 (df 3)						
		B-F		= .24 (df 3)						
		Cramer's phi		= .02503						
89		P	-	-	2	4.35	25	54.35	19	41.30
	B	-	-	3	3.13	54	56.25	39	40.62	
	F	1	.27	5	1.36	198	53.80	164	44.57	
	$\chi^2$	P-B-F		= 3.48 (df 6)						
		P-B		= .16 (df 2)						
		P-F		= 2.39 (df 3)						
		B-F		= 1.99 (df 3)						
		Cramer's phi		= .05841						

TABLE 18--Continued

Item	Group	D		N		A		SA	
		n	%	n	%	n	%	n	%
90	P	-	-	-	-	12	26.09	34	73.91
	B	-	-	1	1.04	43	44.79	52	54.17
	F	-	-	3	.82	158	42.93	207	56.25
	$\chi^2$	P-B-F		= 5.93 (df 4)					
		P-B		= 5.29 (df 2)					
		P-F		= 5.39 (df 2)					
91		B-F		= .17 (df 2)					
		Cramer's phi		= .07623					
	P	4	8.70	7	15.22	21	45.65	14	30.43
	B	6	6.25	8	8.33	54	56.25	28	29.17
	F	13	3.53	34	9.24	206	55.98	115	31.25
	$\chi^2$	P-B-F		= 5.86 (df 6)					
92		P-B		= 2.34 (df 3)					
		P-F		= 4.93 (df 3)					
		B-F		= 1.55 (df 3)					
		Cramer's phi		= .07580					
	P	2	4.35	6	13.04	23	50.00	15	32.61
	B	3	3.13	14	14.58	50	52.08	29	30.21
93	F	5	1.36	54	14.67	168	45.65	141	38.32
	$\chi^2$	P-B-F		= 5.07 (df 6)					
		P-B		= .27 (df 3)					
		P-F		= 2.76 (df 3)					
		B-F		= 3.41 (df 3)					
		Cramer's phi		= .07050					
93	P	7	15.22	11	23.91	22	47.83	6	13.04
	B	11	11.46	27	28.12	45	46.87	13	13.54
	F	21	5.71	75	20.38	180	48.91	92	25.00
	$\chi^2$	P-B-F		= 15.64 (df 6)					
		P-B		= .56 (df 3)					
		P-F		= 8.19 (df 3)					
93		B-F		= 10.21 (df 3)					
		Cramer's phi		= .12384					

## APPENDIX F

FREQUENCY, PERCENTAGE, CHI-SQUARE, AND CRAMER'S PHI  
OF UNIVERSITIES, SEKOLAH TINGGI, AND ACADEMIES

TABLE 19

FREQUENCY, PERCENTAGE, CHI-SQUARE, AND CRAMER'S PHI COEFFICIENT  
OF THE ROLE EXPECTATION OF PRESIDENTS AS PERCEIVED BY THE  
THREE TYPES OF INSTITUTIONS

Universities = U, n = 219; Sekolah Tinggi = S, n = 63;  
Academies = A, n = 228  
SD = Strongly Disagree (none)  
D = Disagree  
N = Neutral  
A = Agree  
SA = Strongly Agree

Item	Institution	D n	%	N n	%	A n	%	SA n	%
1	U	1	.46	1	.46	84	38.53	132	60.55
	S	11	17.46	2	3.17	27	42.86	23	36.51
	A	-	-	4	1.75	78	34.21	146	64.04
	$\chi^2$	U-S-A = 80.36 (df. 6)							
		U-S = 41.81 (df. 3)							
2		U-A = 3.50 (df. 3)							
		S-A = 47.76 (df. 3)							
		Cramer's phi = .28097							
	U	20	9.13	11	5.02	92	42.01	96	43.84
	S	16	25.40	4	6.35	28	44.44	15	23.81
3	A	18	7.89	8	3.51	114	50.00	88	38.60
	$\chi^2$	U-S-A = 22.79 (df. 6)							
		U-S = 15.35 (df. 3)							
		U-A = 3.10 (df. 3)							
		S-A = 17.27 (df. 3)							
3		Cramer's phi = .14948							
	U	-	-	3	1.38	134	61.47	81	37.16
	S	-	-	2	3.17	39	61.90	22	34.92
	A	-	-	6	2.63	112	49.12	110	48.25
	$\chi^2$	U-S-A = 8.74 (df. 4)							
		U-S = .96 (df. 2)							
		U-A = 7.15 (df. 2)							
		S-A = 3.54 (df. 2)							
		Cramer's phi = .09264							

TABLE 19--Continued

Item	Insti- tution	D		N		A		SA	
		n	%	n	%	n	%	n	%
4	U	1	.46	1	.46	97	44.29	120	54.79
	S	1	1.61	3	4.84	33	53.23	25	40.32
	A	1	.44	3	1.32	96	42.11	128	56.14
	$\chi^2$	U-S-A = 11.74 (df. 6)							
		U-S = 10.22 (df. 3)							
		U-A = 1.08 (df. 3)							
		S-A = 7.57 (df. 3)							
		Cramer's phi = .10740							
5	U	2	.91	13	5.94	141	64.38	63	28.77
	S	10	15.87	10	15.87	29	46.03	14	22.22
	A	2	.88	7	3.07	136	59.65	83	36.40
	$\chi^2$	U-S-A = 65.63 (df. 6)							
		U-S = 35.15 (df. 3)							
		U-A = 4.45 (df. 3)							
		S-A = 45.36 (df. 3)							
		Cramer's phi = .25367							
6	U	6	2.74	20	9.13	102	46.58	91	41.55
	S	1	1.59	6	9.52	32	50.79	24	38.10
	A	9	3.95	16	7.02	96	42.11	107	46.93
	$\chi^2$	U-S-A = 4.06 (df. 6)							
		U-S = .60 (df. 3)							
		U-A = 2.34 (df. 3)							
		S-A = 2.91 (df. 3)							
		Cramer's phi = .06311							
7	U	9	4.11	37	16.89	120	54.79	53	24.20
	S	-	-	8	12.70	37	58.73	18	28.57
	A	11	4.82	41	17.98	140	61.40	36	15.79
	$\chi^2$	U-S-A = 10.36 (df. 6)							
		U-S = 3.64 (df. 3)							
		U-A = 5.01 (df. 3)							
		S-A = 8.26 (df. 3)							
		Cramer's phi = .10080							
8	U	9	4.11	66	30.14	86	39.27	58	26.48
	S	1	1.59	27	42.86	19	30.16	16	25.40
	A	10	4.41	67	29.52	72	31.72	78	34.36
	$\chi^2$	U-S-A = 9.09 (df. 6)							
		U-S = 4.39 (df. 3)							
		U-A = 4.10 (df. 3)							
		S-A = 5.00 (df. 3)							
		Cramer's phi = .09450							

TABLE 19--Continued

Item	Insti- tution	D		N		A		SA	
		n	%	n	%	n	%	n	%
9	U	1	.46	3	1.37	115	52.51	100	45.66
	S	1	1.59	-	-	37	58.73	25	39.68
	A	1	.44	5	2.19	123	53.95	99	43.42
	$\chi^2$	U-S-A = 3.60 (df. 6)							
		U-S = 2.49 (df. 3)							
		U-A = .59 (df. 3)							
		S-A = 2.70 (df. 3)							
		Cramer's phi = .05943							
10	U	-	-	1	.46	52	23.74	166	75.80
	S	-	-	-	-	24	38.10	39	61.90
	A	-	-	1	.44	70	30.70	157	68.86
	$\chi^2$	U-S-A = 6.01 (df. 4)							
		U-S = 5.33 (df. 2)							
		U-A = 2.73 (df. 2)							
		S-A = 1.47 (df. 2)							
		Cramer's phi = .07679							
11	U	4	1.83	24	11.01	78	35.78	112	51.38
	S	-	-	3	4.76	39	61.90	21	33.33
	A	1	.44	29	12.72	100	43.86	98	42.98
	$\chi^2$	U-S-A = 17.76 (df. 6)							
		U-S = 14.51 (df. 3)							
		U-A = 5.70 (df. 3)							
		S-A = 7.61 (df. 3)							
		Cramer's phi = .13208							
12	U	2	.91	7	3.20	101	46.12	109	49.77
	S	-	-	3	4.76	41	65.08	19	30.16
	A	1	.44	1	.44	115	50.44	111	48.68
	$\chi^2$	U-S-A = 14.85 (df. 6)							
		U-S = 8.55 (df. 3)							
		U-A = 5.58 (df. 3)							
		S-A = 12.75 (df. 3)							
		Cramer's phi = .12066							
13	U	-	-	3	1.37	58	26.48	158	72.15
	S	1	1.59	1	1.59	30	47.62	31	49.21
	A	-	-	2	.88	62	27.19	164	71.93
	$\chi^2$	U-S-A = 19.71 (df. 6)							
		U-S = 14.34 (df. 3)							
		U-A = .26 (df. 2)							
		S-A = 14.18 (df. 3)							
		Cramer's phi = .13900							

TABLE 19--Continued

Item	Insti- tution	D		N		A		SA	
		n	%	n	%	n	%	n	%
14	U	3	1.37	21	9.59	106	48.40	89	40.64
	S	10	15.87	6	9.52	32	50.79	15	23.81
	A	6	2.63	16	7.02	124	54.39	82	35.96
		$\chi^2$	U-S-A		= 34.54 (df. 6)				
			U-S		= 26.14 (df. 3)				
			U-A		= 3.19 (df. 3)				
			S-A		= 18.46 (df. 3)				
			Cramer's phi		= .18401				
15	U	3	1.37	3	1.37	123	56.16	90	41.10
	S	-	-	2	3.17	42	66.67	19	30.16
	A	-	-	3	1.32	138	60.53	87	38.16
		$\chi^2$	U-S-A		= 7.70 (df. 6)				
			U-S		= 4.20 (df. 3)				
			U-A		= 3.73 (df. 3)				
			S-A		= 2.16 (df. 2)				
			Cramer's phi		= .08686				
16	U	1	.46	2	.92	118	54.13	97	44.50
	S	0	-	-	-	37	58.73	26	41.27
	A	1	.44	6	2.63	118	51.75	103	45.18
		$\chi^2$	U-S-A		= 4.13 (df. 6)				
			U-S		= 1.17 (df. 3)				
			U-A		= 1.96 (df. 3)				
			S-A		= 2.56 (df. 3)				
			Cramer's phi		= .06371				
17	U	-	-	9	4.11	121	55.25	89	40.64
	S	-	-	4	6.35	40	63.49	19	30.16
	A	-	-	11	4.82	136	59.65	81	35.53
		$\chi^2$	U-S-A		= 2.96 (df. 4)				
			U-S		= 2.52 (df. 2)				
			U-A		= 1.27 (df. 2)				
			S-A		= .76 (df. 2)				
			Cramer's phi		= .05385				
18	U	2	.91	3	14.16	129	58.90	57	26.03
	S	-	-	5	7.94	47	74.60	11	17.46
	A	5	2.20	23	10.13	148	65.20	51	22.47
		$\chi^2$	U-S-A		= 8.45 (df. 6)				
			U-S		= 5.48 (df. 3)				
			U-A		= 3.97 (df. 3)				
			S-A		= 2.86 (df. 3)				
			Cramer's phi		= .09111				

TABLE 19--Continued

Item	Insti- tution	D		N		A		SA	
		n	%	n	%	n	%	n	%
19	U	20	9.13	27	12.33	102	46.58	70	31.96
	S	12	19.05	11	17.46	29	46.03	11	17.46
	A	23	10.09	29	12.72	135	59.21	41	17.98
	$\chi^2$	U-S-A = 20.00 (df. 6)							
		U-S = 8.78 (df. 3)							
		U-A = 12.28 (df. 3)							
		S-A = 5.63 (df. 3)							
		Cramer's phi = .14003							
20	U	2	.92	6	2.75	105	48.17	105	48.17
	S	1	1.59	6	9.52	40	63.49	16	25.40
	A	3	1.32	6	2.63	124	54.39	95	41.67
	$\chi^2$	U-S-A = 15.93 (df. 6)							
		U-S = 13.56 (df. 3)							
		U-A = 2.05 (df. 3)							
		S-A = 9.86 (df. 3)							
		Cramer's phi = .12510							
21	U	8	3.65	8	3.65	129	58.90	74	33.79
	S	3	4.76	4	6.35	36	57.14	20	31.75
	A	11	4.85	15	6.61	109	48.02	92	40.53
	$\chi^2$	U-S-A = 6.82 (df. 6)							
		U-S = 1.08 (df. 3)							
		U-A = 6.10 (df. 3)							
		S-A = 1.81 (df. 3)							
		Cramer's phi = .08185							
22	U	1	.46	6	2.74	125	57.08	87	39.73
	S	-	-	3	4.76	44	69.84	16	25.40
	A	2	.88	11	4.82	130	57.02	85	37.28
	$\chi^2$	U-S-A = 6.41 (df. 6)							
		U-S = 4.99 (df. 3)							
		U-A = 1.74 (df. 3)							
		S-A = 3.92 (df. 3)							
		Cramer's phi = .07929							
23	U	5	2.28	10	4.57	132	60.27	72	32.88
	S	3	4.76	6	9.52	35	55.56	19	30.16
	A	1	.44	15	6.58	128	56.14	84	36.84
	$\chi^2$	U-S-A = 9.23 (df. 6)							
		U-S = 3.48 (df. 3)							
		U-A = 4.47 (df. 3)							
		S-A = 7.93 (df. 3)							
		Cramer's phi = .09512							



TABLE 19 --Continued

Item	Insti- tution	D		N		A		SA	
		n	%	n	%	n	%	n	%
24	U	5	2.28	15	6.85	139	63.47	60	27.40
	S	1	1.59	5	7.94	40	63.49	17	26.98
	A	4	1.75	22	9.65	127	55.70	75	32.89
	$\chi^2$	U-S-A = 3.88 (df. 6)							
		U-S = .20 (df. 3)							
		U-A = 3.46 (df. 3)							
		S-A = 1.23 (df. 3)							
		Cramer's phi = .06164							
25	U	4	1.83	16	7.31	120	54.79	79	36.07
	S	9	14.29	8	12.70	27	42.86	19	30.16
	A	4	1.75	22	9.65	110	48.25	92	40.35
	$\chi^2$	U-S-A = 30.91 (df. 6)							
		U-S = 19.98 (df. 3)							
		U-A = 2.19 (df. 3)							
		S-A = 19.44 (df. 3)							
		Cramer's phi = .17407							
26	U	2	.91	10	4.57	127	57.99	80	36.53
	S	-	-	5	7.94	46	73.02	12	19.05
	A	2	.88	28	12.33	138	60.79	59	25.99
	$\chi^2$	U-S-A = 17.27 (df. 6)							
		U-S = 8.00 (df. 3)							
		U-A = 12.02 (df. 3)							
		S-A = 3.53 (df. 3)							
		Cramer's phi = .13025							
27	U	20	9.13	39	17.81	114	52.05	46	21.00
	S	11	17.46	14	22.22	27	42.86	11	17.46
	A	14	6.14	46	20.18	114	50.00	54	23.68
	$\chi^2$	U-S-A = 9.63 (df. 6)							
		U-S = 7.36 (df. 3)							
		U-A = 2.09 (df. 3)							
		S-A = 8.84 (df. 3)							
		Cramer's phi = .09718							
28	U	5	2.28	22	10.05	116	52.97	76	34.70
	S	2	3.17	1	1.59	43	68.25	17	26.98
	A	4	1.76	25	11.01	106	46.70	92	40.53
	$\chi^2$	U-S-A = 12.52 (df. 6)							
		U-S = 7.36 (df. 3)							
		U-A = 2.13 (df. 3)							
		S-A = 12.23 (df. 3)							
		Cramer's phi = .11090							

TABLE 19--Continued

	Insti- tution	D		N		A		SA		
Item		n	%	n	%	n	%	n	%	
29	U	2	.91	20	9.13	140	63.93	57	26.03	
	S	1	1.59	9	14.29	35	55.56	18	28.56	
	A	7	3.07	21	9.21	157	68.86	43	18.86	
	$\chi^2$	U-S-A = 9.00 (df. 6)								
		U-S = 2.14 (df. 3)								
		U-A = 5.56 (df. 3)								
		S-A = 5.17 (df. 3)								
		Cramer's phi = .09391								
30	U	5	2.28	41	18.72	100	45.66	73	33.33	
	S	2	3.17	5	7.94	33	52.38	23	36.51	
	A	4	1.75	39	17.11	106	46.49	79	34.65	
	$\chi^2$	U-S-A = 4.59 (df. 6)								
		U-S = 4.26 (df. 3)								
		U-A = .39 (df. 3)								
		S-A = 3.63 (df. 3)								
		Cramer's phi = .06710								
31	U	-	-	8	3.65	95	43.38	116	52.97	
	S	-	-	-	-	29	46.03	34	53.97	
	A	-	-	3	1.32	97	42.54	128	56.14	
	$\chi^2$	U-S-A = 4.73 (df. 4)								
		U-S = 2.39 (df. 2)								
		U-A = 2.70 (df. 2)								
		S-A = 1.00 (df. 2)								
		Cramer's phi = .06808								
32	U	-	-	-	-	110	50.23	109	49.77	
	S	-	-	-	-	33	52.38	30	47.62	
	A	2	.88	2	.88	109	48.02	114	50.22	
	$\chi^2$	U-S-A = 5.27 (df. 6)								
		U-S = .03 (df. 1)								
		U-A = 3.97 (df. 3)								
		S-A = 1.37 (df. 3)								
		Cramer's phi = .07193								
33	U	-	-	12	5.48	133	60.73	74	33.79	
	S	-	-	4	6.35	34	53.97	25	39.68	
	A	4	1.75	15	6.58	125	54.82	84	36.84	
	$\chi^2$	U-S-A = 6.57 (df. 6)								
		U-S = .93 (df. 2)								
		U-A = 5.04 (df. 3)								
		S-A = 1.22 (df. 3)								
		Cramer's phi = .08028								

TABLE 19--Continued

Item	Insti- tution	D		N		A		SA	
		n	%	n	%	n	%	n	%
34	U	35	15.98	82	37.44	83	37.90	19	8.68
	S	4	6.35	18	28.57	35	55.56	6	9.52
	A	21	9.21	77	33.77	96	42.11	34	14.91
	$\chi^2$	U-S-A = 15.01 (df. 6)							
		U-S = 8.05 (df. 3)							
		U-A = 8.67 (df. 3)							
		S-A = 3.91 (df. 3)							
		Cramer's phi = .12131							
35	U	9	4.11	63	28.77	118	53.88	29	13.24
	S	-	-	9	14.29	39	61.90	15	23.81
	A	2	.88	30	13.16	151	66.25	45	19.74
	$\chi^2$	U-S-A = 28.96 (df. 6)							
		U-S = 10.68 (df. 3)							
		U-A = 23.50 (df. 3)							
		S-A = 1.14 (df. 3)							
		Cramer's phi = .16849							
36	U	15	6.85	50	22.83	115	52.51	39	17.81
	S	3	4.76	6	9.52	37	58.73	17	26.98
	A	17	7.46	54	23.68	129	56.58	28	12.28
	$\chi^2$	U-S-A = 12.80 (df. 6)							
		U-S = 7.12 (df. 3)							
		U-A = 2.71 (df. 3)							
		S-A = 12.26 (df. 3)							
		Cramer's phi = .11201							
37	U	-	-	31	14.16	122	55.71	66	30.14
	S	-	-	8	12.70	39	61.90	16	25.40
	A	1	.44	19	8.33	141	61.84	67	29.39
	$\chi^2$	U-S-A = 5.86 (df. 6)							
		U-S = .78 (df. 2)							
		U-A = 5.08 (df. 3)							
		S-A = 1.57 (df. 3)							
		Cramer's phi = .07577							
38	U	8	3.67	32	14.68	126	57.80	52	23.85
	S	2	3.17	11	17.46	39	61.90	11	17.46
	A	1	.44	16	7.02	150	65.79	61	26.75
	$\chi^2$	U-S-A = 16.45 (df. 6)							
		U-S = 1.31 (df. 3)							
		U-A = 13.36 (df. 3)							
		S-A = 11.22 (df. 3)							
		Cramer's phi = .12710							

TABLE 19--Continued

Item	Insti- tution	D		N		A		SA	
		n	%	n	%	n	%	n	%
39	U	11	5.02	47	21.46	108	49.32	53	24.20
	S	2	3.23	1	1.61	37	59.68	22	35.48
	A	2	.88	40	17.62	139	61.23	46	20.26
	$\chi^2$	U-S-A = 25.27 (df. 6)							
		U-S = 14.79 (df. 3)							
		U-A = 11.04 (df. 3)							
40		S-A = 15.54 (df. 3)							
		Cramer's phi = .15772							
	U	18	8.22	25	11.42	105	47.95	71	32.42
	S	7	11.11	18	28.57	27	42.86	11	17.46
	A	16	7.02	21	9.21	119	52.19	72	31.58
	$\chi^2$	U-S-A = 21.07 (df. 6)							
41		U-S = 13.94 (df. 3)							
		U-A = 1.17 (df. 3)							
		S-A = 19.16 (df. 3)							
		Cramer's phi = .14372							
	U	5	2.28	17	7.76	134	61.19	63	28.77
	S	5	7.94	3	4.76	46	73.02	9	14.29
42	A	5	2.19	12	5.26	157	68.86	54	23.68
	$\chi^2$	U-S-A = 13.32 (df. 6)							
		U-S = 10.12 (df. 3)							
		U-A = 3.19 (df. 3)							
		S-A = 6.90 (df. 3)							
		Cramer's phi = .11428							
43	U	-	-	12	5.48	135	61.64	72	32.88
	S	-	-	1	1.59	36	57.14	26	41.27
	A	4	-	7	3.07	135	59.21	82	35.96
	$\chi^2$	U-S-A = 8.84 (df. 6)							
		U-S = 2.76 (df. 2)							
		U-A = 5.79 (df. 3)							
44		S-A = 1.91 (df. 3)							
		Cramer's phi = .09308							
	U	-	-	6	2.74	127	57.99	86	39.27
	S	-	-	-	-	35	55.56	28	44.44
	A	-	-	11	4.82	131	57.46	86	37.72
	$\chi^2$	U-S-A = 4.47 (df. 4)							
45		U-S = 2.10 (df. 2)							
		U-A = 1.35 (df. 2)							
		S-A = 3.64 (df. 2)							
		Cramer's phi = .06622							

TABLE 19--Continued

Item	Insti- tution	D		N		A		SA	
		n	%	n	%	n	%	n	%
44	U	1	.46	8	3.65	140	63.93	70	31.96
	S	-	-	2	3.17	44	69.84	17	26.98
	A	3	1.32	6	2.63	168	73.68	51	22.37
		$\chi^2$	U-S-A		= 7.34 (df. 6)				
			U-S		= .97 (df. 3)				
			U-A		= 6.64 (df. 3)				
45	U	2	.91	9	4.11	139	63.47	69	31.51
	S	1	1.59	1	1.59	48	76.19	13	20.63
	A	1	.44	6	2.63	139	60.96	82	35.96
		$\chi^2$	U-S-A		= 7.70 (df. 6)				
			U-S		= 4.27 (df. 3)				
			U-A		= 1.87 (df. 3)				
46	U	3	1.38	17	7.80	89	40.83	109	50.00
	S	-	-	1	1.59	27	42.86	35	55.56
	A	-	-	11	4.82	98	42.98	119	52.19
		$\chi^2$	U-S-A		= 8.31 (df. 6)				
			U-S		= 4.15 (df. 3)				
			U-A		= 4.94 (df. 3)				
47	U	2	.92	14	6.42	94	43.12	108	49.54
	S	-	-	1	1.59	38	60.32	24	38.10
	A	7	3.07	15	6.58	104	45.61	102	44.74
		$\chi^2$	U-S-A		= 11.16 (df. 6)				
			U-S		= 7.16 (df. 3)				
			U-A		= 3.27 (df. 3)				
48	U	-	-	8	3.67	78	35.78	132	60.55
	S	-	-	8	12.70	32	50.79	23	36.51
	A	2	.88	7	3.07	96	42.11	123	53.95
		$\chi^2$	U-S-A		= 21.40 (df. 6)				
			U-S		= 14.93 (df. 2)				
			U-A		= 4.02 (df. 3)				

S-A = 1.43 (df. 3)  
Cramer's phi = .08480

S-A = 6.51 (df. 3)  
Cramer's phi = .08689

S-A = 1.36 (df. 2)  
Cramer's phi = .09037

S-A = 6.86 (df. 3)  
Cramer's phi = .10469

S-A = 13.27 (df. 3)  
Cramer's phi = .14499

TABLE 19 --Continued

Item	Insti- tution	D		N		A		SA	
		n	%	n	%	n	%	n	%
49	U	1	.46	11	5.05	93	42.66	113	51.83
	S	-	-	11	17.46	30	47.62	22	34.92
	A	2	.88	36	15.79	85	37.28	105	46.05
	$\chi^2$	U-S-A = 19.03 (df. 6)							
		U-S = 13.10 (df. 3)							
		U-A = 14.07 (df. 3)							
		S-A = 3.37 (df. 3)							
		Cramer's phi = .13672							
50	U	3	1.38	20	9.17	103	47.25	92	42.20
	S	3	4.76	9	14.29	38	60.32	13	20.63
	A	8	3.51	46	20.18	113	49.56	61	26.75
	$\chi^2$	U-S-A = 25.06 (df. 6)							
		U-S = 11.61 (df. 3)							
		U-A = 19.04 (df. 3)							
		S-A = 2.94 (df. 3)							
		Cramer's phi = .15691							
51	U	-	-	1	.46	88	40.18	130	59.36
	S	-	-	-	-	20	31.75	43	68.25
	A	-	-	4	1.75	93	40.79	131	57.46
	$\chi^2$	U-S-A = 4.68 (df. 4)							
		U-S = 1.83 (df. 2)							
		U-A = 1.76 (df. 2)							
		S-A = 3.11 (df. 2)							
		Cramer's phi = .06770							
52	U	12	5.48	29	13.24	116	52.97	62	28.31
	S	16	25.40	11	17.46	27	42.86	9	14.29
	A	17	7.46	48	21.05	121	53.07	42	18.42
	$\chi^2$	U-S-A = 34.86 (df. 6)							
		U-S = 24.97 (df. 3)							
		U-A = 9.32 (df. 3)							
		S-A = 15.82 (df. 3)							
		Cramer's phi = .18488							
53	U	1	.46	7	3.21	137	62.84	73	33.49
	S	-	-	1	1.59	32	50.79	30	47.62
	A	-	-	11	4.82	138	60.53	79	34.65
	$\chi^2$	U-S-A = 7.05 (df. 6)							
		U-S = 4.58 (df. 3)							
		U-A = 1.91 (df. 3)							
		S-A = 4.28 (df. 2)							
		Cramer's phi = .08322							

TABLE 19--Continued

Item	Insti- tution	D		N		A		SA	
		n	%	n	%	n	%	n	%
54	U	16	7.31	34	15.53	120	54.79	49	22.37
	S	3	4.76	12	19.05	32	50.79	16	25.40
	A	15	6.58	42	18.42	124	54.39	47	20.61
	$\chi^2$	U-S-A = 1.85 (df. 6)							
		U-S = 1.18 (df. 3)							
		U-A = .80 (df. 3)							
		S-A = .91 (df. 3)							
		Cramer's phi = .04260							
55	U	3	1.37	13	5.94	135	61.64	68	31.05
	S	-	-	2	3.17	41	65.08	20	31.75
	A	4	1.75	21	9.21	144	63.16	59	25.88
	$\chi^2$	U-S-A = 5.69 (df. 6)							
		U-S = 1.66 (df. 3)							
		U-A = 2.77 (df. 3)							
		S-A = 4.04 (df. 3)							
		Cramer's phi = .07471							
56	U	1	.46	5	2.28	139	63.47	74	33.79
	S	-	-	3	4.76	45	71.43	15	23.81
	A	1	.44	20	8.77	141	61.84	66	28.95
	$\chi^2$	U-S-A = 11.52 (df. 6)							
		U-S = 3.37 (df. 3)							
		U-A = 9.29 (df. 3)							
		S-A = 2.46 (df. 3)							
		Cramer's phi = .10628							
57	U	3	1.37	8	3.65	129	58.90	79	36.07
	S	1	1.59	-	-	40	63.49	22	34.92
	A	1	.44	11	4.85	150	66.08	65	28.63
	$\chi^2$	U-S-A = 7.29 (df. 6)							
		U-S = 2.51 (df. 3)							
		U-A = 4.27 (df. 3)							
		S-A = 4.69 (df. 3)							
		Cramer's phi = .08462							
58	U	4	1.83	12	5.48	117	53.42	86	39.27
	S	1	1.59	1	1.59	43	68.25	18	28.57
	A	-	-	14	6.14	127	55.70	87	38.16
	$\chi^2$	U-S-A = 9.51 (df. 6)							
		U-S = 5.04 (df. 3)							
		U-A = 4.39 (df. 3)							
		S-A = 8.19 (df. 3)							
		Cramer's phi = .09658							

TABLE 19--Continued

Item	Insti- tution	D		N		A		SA	
		n	%	n	%	n	%	n	%
59	U	3	1.37	10	4.57	112	51.14	94	42.92
	S	1	1.59	-	-	36	57.14	26	41.27
	A	1	.44	12	5.26	148	64.91	67	29.39
	$\chi^2$	U-S-A = 14.41 (df. 6)							
		U-S = 3.26 (df. 3)							
60		U-A = 10.52 (df. 3)							
		S-A = 6.92 (df. 3)							
		Cramer's phi = .11775							
	U	4	1.83	11	5.02	132	60.27	72	32.88
	S	-	-	3	4.76	43	68.25	17	26.98
61	A	6	2.63	22	9.65	136	59.65	64	28.07
	$\chi^2$	U-S-A = 7.41 (df. 6)							
		U-S = 2.20 (df. 3)							
		U-A = 4.42 (df. 3)							
		S-A = 3.65 (df. 3)							
62		Cramer's phi = .08524							
	U	-	-	1	.46	88	40.18	130	59.36
	S	-	-	-	-	33	52.38	30	47.62
	A	-	-	2	.88	87	38.16	139	60.96
	$\chi^2$	U-S-A = 4.78 (df. 4)							
63		U-S = 3.17 (df. 2)							
		U-A = .46 (df. 2)							
		S-A = 4.49 (df. 2)							
		Cramer's phi = .06843							
	U	3	1.37	7	3.20	127	57.99	82	37.44
64	S	-	-	1	1.59	38	60.32	24	38.10
	A	-	-	8	2.51	139	60.96	81	35.53
	$\chi^2$	U-S-A = 4.89 (df. 6)							
		U-S = 1.36 (df. 3)							
		U-A = 3.43 (df. 3)							
65		S-A = .68 (df. 2)							
		Cramer's phi = .06928							
	U	2	.91	20	9.13	119	54.34	78	35.62
	S	-	-	1	1.59	39	61.90	23	36.51
	A	4	1.75	8	3.51	136	59.65	80	35.09
66	$\chi^2$	U-S-A = 10.66 (df. 6)							
		U-S = 4.83 (df. 3)							
		U-A = 6.79 (df. 3)							
		S-A = 1.76 (df. 3)							
		Cramer's phi = .10221							



TABLE 19--Continued

Item	Insti- tution	D		N		A		SA	
		n	%	n	%	n	%	n	%
64	U	12	5.48	49	22.37	113	51.60	45	20.55
	S	10	15.87	9	14.29	36	57.14	8	12.70
	A	21	9.21	68	29.82	108	47.37	31	13.60
	$\chi^2$	U-S-A = 17.78 (df. 6)							
		U-S = 10.22 (df. 3)							
		U-A = 8.05 (df. 3)							
		S-A = 7.54 (df. 3)							
		Cramer's phi = .12978							
65	U	4	1.83	31	14.22	126	57.80	57	26.15
	S	-	-	6	9.52	41	65.08	16	25.40
	A	2	.88	34	14.91	143	62.72	49	21.49
	$\chi^2$	U-S-A = 4.48 (df. 6)							
		U-S = 2.42 (df. 3)							
		U-A = 2.26 (df. 3)							
		S-A = 1.98 (df. 3)							
		Cramer's phi = .06634							
66	U	-	-	6	2.75	112	51.38	100	45.87
	S	-	-	4	6.35	42	66.67	17	26.98
	A	1	.44	12	5.26	131	57.46	84	36.84
	$\chi^2$	U-S-A = 10.89 (df. 6)							
		U-S = 8.05 (df. 2)							
		U-A = 5.66 (df. 3)							
		S-A = 2.47 (df. 3)							
		Cramer's phi = .10342							
67	U	11	5.07	52	23.96	129	59.46	25	11.52
	S	3	4.76	14	22.22	33	52.38	13	20.63
	A	13	5.70	77	33.77	120	52.63	18	7.89
	$\chi^2$	U-S-A = 13.23 (df. 6)							
		U-S = 3.48 (df. 3)							
		U-A = 6.21 (df. 3)							
		S-A = 9.71 (df. 3)							
		Cramer's phi = .11413							
68	U	18	8.29	37	17.05	126	58.06	36	16.59
	S	1	1.59	3	4.76	43	68.25	16	25.40
	A	1	.44	36	15.93	144	63.72	45	19.91
	$\chi^2$	U-S-A = 26.56 (df. 6)							
		U-S = 11.28 (df. 3)							
		U-A = 17.25 (df. 3)							
		S-A = 6.34 (df. 3)							
		Cramer's phi = .16201							

TABLE 19--Continued

Item	Insti- tution	D		N		A		SA	
		n	%	n	%	n	%	n	%
69	U	38	17.43	29	13.30	117	53.67	34	15.60
	S	3	4.76	7	11.11	36	57.14	17	26.98
	A	28	12.28	29	12.72	115	50.44	56	24.56
	$\chi^2$	U-S-A = 12.44 (df. 6)							
		U-S = 9.16 (df. 3)							
		U-A = 6.69 (df. 3)							
		S-A = 3.27 (df. 3)							
		Cramer's phi = .11055							
70	U	1	.46	21	9.63	130	59.63	66	30.28
	S	1	1.59	2	3.17	42	66.67	18	28.57
	A	-	-	16	7.02	137	60.09	75	32.89
	$\chi^2$	U-S-A = 6.92 (df. 6)							
		U-S = 3.81 (df. 6)							
		U-A = 2.21 (df. 3)							
		S-A = 5.43 (df. 3)							
		Cramer's phi = .08248							
71	U	29	13.30	33	15.14	130	59.63	26	11.93
	S	8	12.70	12	19.05	36	57.14	7	11.11
	A	26	11.45	48	21.15	118	51.98	35	15.42
	$\chi^2$	U-S-A = 5.00 (df. 6)							
		U-S = .56 (df. 3)							
		U-A = 4.67 (df. 3)							
		S-A = 1.05 (df. 3)							
		Cramer's phi = .07016							
72	U	5	2.29	37	16.97	138	63.30	38	17.43
	S	3	4.76	21	33.33	30	47.62	9	14.29
	A	11	4.85	32	14.10	141	62.11	43	18.94
	$\chi^2$	U-S-A = 15.27 (df. 6)							
		U-S = 9.68 (df. 3)							
		U-A = 2.77 (df. 3)							
		S-A = 12.34 (df. 3)							
		Cramer's phi = .12258							
73	U	3	1.38	18	8.26	144	66.06	53	24.31
	S	2	3.23	1	1.61	39	62.90	20	32.26
	A	4	1.76	13	5.73	145	63.88	65	28.63
	$\chi^2$	U-S-A = 6.07 (df. 6)							
		U-S = 5.31 (df. 3)							
		U-A = 1.99 (df. 3)							
		S-A = 2.43 (df. 3)							
		Cramer's phi = .07736							

TABLE 19--Continued

Item	Insti- tution	D		N		A		SA	
		n	%	n	%	n	%	n	%
74	U	3	1.38	13	5.96	139	63.76	63	28.90
	S	-	-	4	6.35	47	74.60	12	19.05
	A	3	1.32	12	5.26	157	68.86	56	24.56
	$\chi^2$	U-S-A		= 4.05 (df. 6)					
		U-S		= 3.52 (df. 3)					
		U-A		= 1.32 (df. 3)					
		S-A		= 1.81 (df. 3)					
		Cramer's phi		= .06308					
75	U	9	4.13	43	19.72	129	59.17	37	16.97
	S	6	9.52	19	30.16	35	55.56	3	4.76
	A	14	6.14	54	23.68	116	50.88	44	19.30
	$\chi^2$	U-S-A		= 12.89 (df. 6)					
		U-S		= 10.31 (df. 3)					
		U-A		= 3.41 (df. 3)					
		S-A		= 8.31 (df. 3)					
		Cramer's phi		= .11252					
76	U	5	2.29	10	4.59	160	73.39	43	19.72
	S	1	1.59	6	9.52	44	69.84	12	19.05
	A	5	2.19	30	13.16	143	62.72	50	21.93
	$\chi^2$	U-S-A		= 11.43 (df. 6)					
		U-S		= 2.30 (df. 3)					
		U-A		= 11.26 (df. 3)					
		S-A		= 1.20 (df. 3)					
		Cramer's phi		= .10598					
77	U	2	.92	23	10.55	155	71.10	38	17.43
	S	-	-	3	4.76	49	77.78	11	17.46
	A	-	-	20	8.77	160	70.18	48	21.05
	$\chi^2$	U-S-A		= 5.79 (df. 6)					
		U-S		= 2.65 (df. 3)					
		U-A		= 3.23 (df. 3)					
		S-A		= 1.72 (df. 2)					
		Cramer's phi		= .07538					
78	U	3	1.38	30	13.82	145	66.82	39	17.97
	S	1	1.59	14	22.22	41	65.08	7	11.11
	A	4	1.75	43	18.86	149	65.35	32	14.04
	$\chi^2$	U-S-A		= 4.84 (df. 6)					
		U-S		= 3.63 (df. 3)					
		U-A		= 2.93 (df. 3)					
		S-A		= .61 (df. 3)					
		Cramer's phi		= .06905					

TABLE 19--Continued

Item	Insti- tution	D		N		A		SA	
		n	%	n	%	n	%	n	%
79	U	9	4.11	40	18.26	130	59.36	40	18.26
	S	3	4.76	16	25.40	38	60.32	6	9.52
	A	10	4.41	34	14.98	156	68.72	27	11.89
	$\chi^2$	U-S-A = 9.13 (df. 6)							
		U-S = 3.60 (df. 3)							
		U-A = 5.28 (df. 3)							
		S-A = 3.88 (df. 3)							
		Cramer's phi = .09473							
80	U	5	2.28	36	16.44	135	61.64	43	19.63
	S	4	6.35	13	20.63	36	57.14	10	15.87
	A	5	2.20	22	9.69	156	68.72	44	19.38
	$\chi^2$	U-S-A = 11.15 (df. 6)							
		U-S = 3.56 (df. 3)							
		U-A = 4.76 (df. 3)							
		S-A = 8.95 (df. 3)							
		Cramer's phi = .10465							
81	U	1	.46	2	.91	136	62.10	80	36.53
	S	-	-	-	-	37	58.73	26	41.27
	A	-	-	7	3.07	131	57.46	90	39.47
	$\chi^2$	U-S-A = 6.36 (df. 6)							
		U-S = 1.25 (df. 3)							
		U-A = 4.28 (df. 3)							
		S-A = 1.99 (df. 2)							
		Cramer's phi = .07895							
82	U	-	-	12	5.48	143	65.30	64	29.22
	S	-	-	4	6.35	35	55.56	24	38.10
	A	4	1.75	26	11.40	135	59.21	63	27.63
	$\chi^2$	U-S-A = 12.93 (df. 6)							
		U-S = 2.03 (df. 3)							
		U-A = 9.22 (df. 3)							
		S-A = 4.25 (df. 3)							
		Cramer's phi = .11260							
83	U	-	-	24	10.96	135	61.64	60	27.40
	S	-	-	10	15.87	36	57.14	17	26.98
	A	6	2.63	45	19.74	140	61.40	37	16.23
	$\chi^2$	U-S-A = 20.08 (df. 6)							
		U-S = 1.15 (df. 2)							
		U-A = 17.76 (df. 3)							
		S-A = 5.27 (df. 3)							
		Cramer's phi = .14032							

TABLE 19--Continued

Item	Insti- tution	D		N		A		SA	
		n	%	n	%	n	%	n	%
84	U	-	-	32	14.61	126	57.53	61	27.85
	S	1	1.59	4	6.35	31	49.21	27	42.86
	A	4	1.75	34	14.91	144	63.16	46	20.18
		$\chi^2$	U-S-A = 18.43 (df. 6)						
			U-S = 10.23 (df. 3)						
			U-A = 7.19 (df. 3)						
			S-A = 14.50 (df. 3)						
			Cramer's phi = .13444						
85	U	-	-	19	8.68	138	63.01	62	28.31
	S	2	3.17	1	1.59	42	66.67	18	28.57
	A	2	.88	25	10.96	155	67.98	46	20.18
		$\chi^2$	U-S-A = 15.12 (df. 6)						
			U-S = 10.52 (df. 3)						
			U-A = 6.00 (df. 3)						
			S-A = 8.35 (df. 3)						
			Cramer's phi = .12175						
86	U	-	-	2	.91	103	47.03	114	52.05
	S	-	-	-	-	31	49.21	32	50.79
	A	-	-	9	3.95	106	46.49	113	49.56
		$\chi^2$	U-S-A = 6.54 (df. 4)						
			U-S = .64 (df. 2)						
			U-A = 4.32 (df. 2)						
			S-A = 2.58 (df. 2)						
			Cramer's phi = .08003						
87	U	1	.46	44	20.09	137	62.56	37	16.89
	S	-	-	11	17.46	41	65.08	11	17.46
	A	2	.88	78	34.21	106	46.49	42	18.42
		$\chi^2$	U-S-A = 17.81 (df. 6)						
			U-S = .52 (df. 3)						
			U-A = 13.90 (df. 3)						
			S-A = 8.48 (df. 3)						
			Cramer's phi = .13214						
88	U	6	2.75	39	17.89	143	65.60	30	13.76
	S	5	7.94	11	17.46	35	55.56	12	19.05
	A	8	3.51	63	27.63	135	59.21	22	9.65
		$\chi^2$	U-S-A = 14.11 (df. 6)						
			U-S = 5.05 (df. 3)						
			U-A = 7.17 (df. 3)						
			S-A = 8.02 (df. 3)						
			Cramer's phi = .11774						

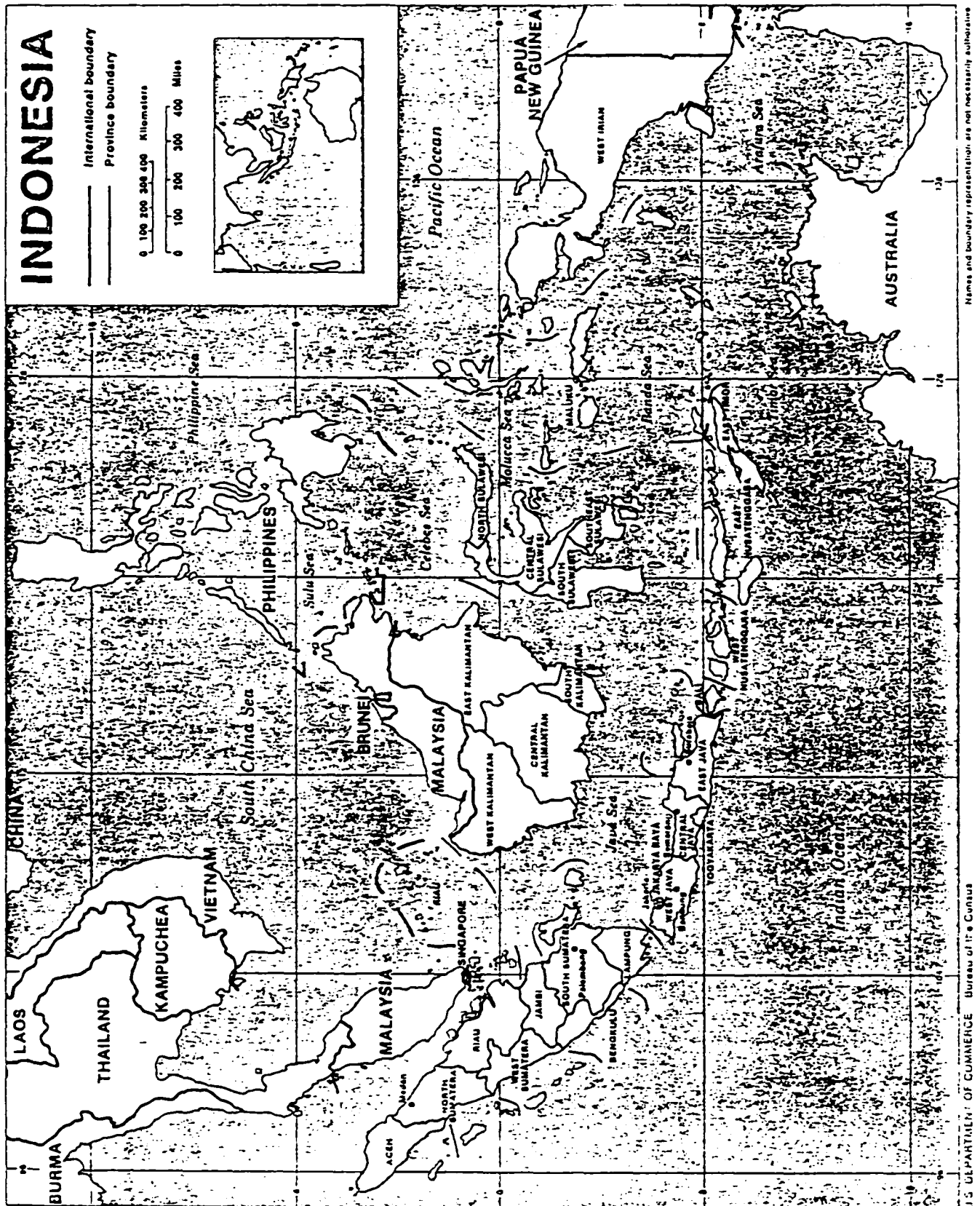
TABLE 19--Continued

Item	Insti- tution	D		N		A		SA	
		n	%	n	%	n	%	n	%
89	U	1	.46	3	1.37	118	53.88	97	44.29
	S	-	-	2	3.17	35	55.56	26	41.27
	A	-	-	5	2.19	124	54.39	99	43.42
	$\chi^2$	U-S-A = 2.38 (df. 6)							
		U-S = 1.31 (df. 3)							
		U-A = 1.49 (df. 3)							
		S-A = .26 (df. 2)							
		Cramer's phi = .04835							
90	U	-	-	1	.46	99	45.21	119	54.31
	S	-	-	-	-	21	33.33	42	66.67
	A	-	-	3	1.32	93	40.79	132	57.89
	$\chi^2$	U-S-A = 4.67 (df. 4)							
		U-S = 3.21 (df. 2)							
		U-A = 1.68 (df. 2)							
		S-A = 2.16 (df. 2)							
		Cramer's phi = .06765							
91	U	2	.91	18	8.22	105	47.95	94	42.92
	S	11	17.46	9	14.29	36	57.14	7	11.11
	A	10	4.39	22	9.65	140	61.40	56	24.56
	$\chi^2$	U-S-A = 56.59 (df. 6)							
		U-S = 45.59 (df. 3)							
		U-A = 20.19 (df. 3)							
		S-A = 16.96 (df. 3)							
		Cramer's phi = .23554							
92	U	5	2.28	26	11.87	122	55.71	66	30.14
	S	2	3.17	5	7.94	23	36.51	33	52.38
	A	3	1.32	43	18.86	96	42.11	86	37.72
	$\chi^2$	U-S-A = 20.01 (df. 6)							
		U-S = 11.25 (df. 3)							
		U-A = 10.24 (df. 3)							
		S-A = 7.54 (df. 3)							
		Cramer's phi = .14008							
93	U	10	4.57	35	15.98	114	52.05	60	27.40
	S	10	15.87	19	30.16	24	38.10	10	15.87
	A	19	8.33	59	25.88	109	47.81	41	17.98
	$\chi^2$	U-S-A = 23.14 (df. 6)							
		U-S = 18.52 (df. 3)							
		U-A = 12.43 (df. 3)							
		S-A = 4.30 (df. 3)							
		Cramer's phi = .15063							

## APPENDIX G

### MAP OF INDONESIA

.





## BIBLIOGRAPHY

.

## BIBLIOGRAPHY

### A. Books

- Aanenson, Charles R. Indonesia. Washington, D.C.: World Education Series, 1979.
- Atmadilaga, Didi. Penelitian Subsistem Perguruan Tinggi Swasta di Kopertis Wilayah III Jawa Barat [Study of the Subsystem of Private Higher Education in Kopertis Territory III, West Java]. Bandung: Kopertis Wilayah III, Jawa Barat, 1977.
- Barnard, Chester I. The Functions of the Executive. Cambridge: Harvard University Press, 1938.
- Benezet, Louis T. "The Office of the President" in Administrators in Higher Education: Their Functions and Coordination. Edited by Gerald P. Burns. New York: Harper & Brothers, Publishers, 1962.
- Bennett, John W., and Tumim, Melvin M. Social Life, Structure and Function. New York: Alfred A. Knopf, 1948.
- Biddle, Bruce J., and Thomas, Edwin J., eds. Role Theory: Concepts and Research. New York: John Wiley and Sons, 1972.
- Blackwell, Thomas Edward. College and University Administration. New York: Center for Applied Research in Education, 1966.
- Brumbaugh, A. J. Problems in College Administration. Nashville: Board of Education, Methodist Church, 1956.
- Cohen, M. D., and March, J. G. Leadership and Ambiguity: The American College President. New York: McGraw-Hill, 1974.
- Corson, John J. Governance of Colleges and Universities. New York: McGraw-Hill Book Company, 1960.
- Daniel, Wayne W. Applied Nonparametric Statistics. Boston: Houghton Mifflin Company, 1978.
- Demerath, Nicholas J.; Stephens, Richard W.; and Taylor, R. Robb. Power, Presidents, and Professors. New York: Basic Books, Publishers, 1967.

- Dodds, Harold W. The Academic President: Educator or Caretaker. New York: McGraw-Hill Book Company, 1962.
- Eells, Walter Crosby, and Hollis, Ernest V. The College Presidency 1900-1960: An Annotated Bibliography. Washington, D.C.: U.S. Government Printing Office, 1961
- Eliot, Charles W. University Administration. Boston: Houghton Mifflin Co., 1908.
- Ferguson, George A. Statistical Analysis in Psychology and Education. New York: McGraw-Hill Book Company, 1976.
- Getzels, Jacob W.; Lipham, James M.; and Campbell, Ronald F. Educational Administration as a Social Process: Theory, Research, Practice. New York: Harper & Row, Publishers, 1968.
- Gorton, Richard A. Conflict, Controversy and Crisis in School Administration and Supervision: Issues, Cases, and Concepts for the '70s. Dubuque: Wm. C. Brown Company Publishers, 1972.
- Gross, Neal; Mason, Ward S.; and McEachern, Alexander W. Exploration in Role Analysis: Studies of the School Superintendency Role. New York: John Wiley & Sons, 1958.
- Hadikoemoro, Soekisno. Fungsionalisasi Yayasan/Badan Hukum Pembina Perguruan Tinggi Swasta [Functionalization of "Yayasan"/Developing Legal Corporation of Private Higher Education]. Jakarta: Direktorat Perguruan Tinggi Swasta, 1980.
- \_\_\_\_\_. Strategi dan Fase Pengembangan Perguruan Tinggi Swasta [Strategy and Developmental Steps of Private Higher Education]. Jakarta: Direktorat Perguruan Tinggi Swasta, 1980.
- \_\_\_\_\_. Pokok-pokok Pembinaan Perguruan Tinggi Swasta [Basic Development of Private Higher Education]. Jakarta: Direktorat Perguruan Tinggi Swasta, 1976.
- Kahn, Robert L., and others. Organizational Stress: Studies in Role Conflict and Ambiguity. New York: John Wiley, 1964.
- Katz, Daniel, and Kahn, Robert. The Social Psychology of Organizations. New York: John Wiley, 1966.
- Kauffman, Joseph F. At the Pleasure of the Board. Washington, D.C.: American Council on Education, 1980.
- Kerlinger, Fred N. Foundations of Behavioral Research. New York: Holt, Rinehart and Winston, Inc., 1973.

- Knowles, Asa S., ed. The International Encyclopedia of Higher Education. San Francisco: Jossey-Bass Publishers, 1977.
- Linton, Ralph. The Cultural Background of Personality. New York: Appleton-Century Co., 1945.
- \_\_\_\_\_. The Study of Man. New York: D. Appleton-Century Co., 1936.
- Mayhew, Lewis B. The Smaller Liberal Arts College. Washington, D.C.: Center for Applied Research in Education, 1962.
- Mead, C. H. Mind, Self and Society from the Standpoint of a Social Behaviorist. Chicago: University of Chicago Press, 1934.
- Moreno, J. L. The Sociometry Reader. Glencoe, Ill.: Free Press, 1960.
- Morris, James A. "Administrative Leadership." In Handbook of College and University Administration. Edited by Asa S. Knowles. New York: McGraw-Hill Co., 1970.
- Newcomb, Theodore M. Social Psychology. New York: Dryden Press, 1951.
- Parsons, Talcott. The Social System. Glencoe, Ill.: Free Press, 1951.
- Parsons, Talcott, and Shils, Edward A., eds. Toward a General Theory of Action. Cambridge: Harvard University Press, 1959.
- Prator, Ralph. The College President. Washington, D.C.: Center for Applied Research in Education, 1963.
- Priest, Bill J. "Presidency--Higher Education: Community and Junior Colleges." Encyclopedia of Education. 1970. 7:207-221.
- Sargent, Stansfeld. "Concepts of Role and Ego in Contemporary Psychology." In Social Psychology at the Crossroads. Edited by John H. Rohrer and Muzafer Sherif. New York: Harper and Brothers, 1951.
- Stoke, Harold W. The American College President. New York: Harper & Brothers Publishers, 1959.
- Tagiuri, Renato; Laurence, Paul R.; Barnett, Rosalind C.; and Dunphy, Dexter C. Behavioral Science Concepts in Case Analysis. Boston: Harvard University, 1968.
- Thwing, Charles F. College Administration. New York: The Century Co., 1900.

\_\_\_\_\_. The College President. New York: The MacMillan Company, 1926.

Togerson, Warren S. Theory and Methods of Scaling. New York: John Wiley & Sons, Inc., 1958.

Welkowitz, Joan; Ewen, Robert B.; and Cohen, Jacob. Introduction Statistics for the Behavioral Sciences. New York: Academic Press, Inc., 1976.

#### B. Periodicals

Auburn, Norman P. "The University Presidency--Mission Impossible?" Educational Record 52 (Spring 1971): 146-50.

Bidwell, Charles E. "Some Effects of Administrative Behavior: A Study in Role Theory." Administrative Science Quarterly 2 (June 1957): 163-81.

Blocker, Clyde E. "The Community College President." Peabody Journal of Education 49 (July 1972): 253-59.

Brookover, W. B. "Research on Teacher and Administrator Roles." Journal of Educational Sociology 29 (1955): 2-9.

Burke, Joseph C. "Coping with the Role of College or University President." Educational Record 58 (Fall 1977): 388-402.

Buxton, Thomas H.; Prichard, Keith W.; and Buxton, Barry M. "University Presidents: Academic Chameleons." Educational Record 57 (Spring 1976): 79-86.

Chase, Francis S., and Guba, Egon C. "Administrative Roles and Behavior." Review of Educational Research 25 (1955): 281-95.

Duea, Jerry. "Presidents Rate Their Duties for Time, Importance, and Stress." Phi Delta Kappan 62 (May 1981): 649-51.

Getzels, J. W., and Guba, E. G. "Social Behavior and Administrative Process." The School Review 65 (Winter 1957): 423-41.

\_\_\_\_\_. "Role, Role Conflict, and Effectiveness: An Empirical Study." American Sociological Review 19 (April 1954): 164-69.

Hesburg, Theodore. "The College Presidency: Life between a Rock and a Hard Place." Change 11 (May-June 1979): 43-47.

Hodgkinson, Harold L. "Presidents and Campus Governance: A Research Profile." Educational Record 51 (Spring 1970): 159-66.

- Katz, Robert L. "Skills of an Effective Administrator." Harvard Business Review 33 (Jan-Feb. 1955): 33-42.
- Mooney, Francis Eugene Jr. "Milestones of Educational Progress in Indonesia." Educational Forum 27 (1963): 350-52.
- Neiman, Lionel J., and Hughes, James W. "The Problems of the Concepts of Role: A Re-Survey of Literature." Social Forces 30 (1951): 149.
- Paxton, Dan R., and Thomas, Darwin L. "College Presidents' Role Performance and Faculty Satisfaction." Research in Higher Education 7 (1977): 341-53.
- Prichard, Keith W.; Buxton, Thomas H.; and Sintex, Ellen. "Administration, the Problems of College and University Presidents." School and Society 100 (Feb. 1972): 101-6.
- Seeman, Melvin. "Role Conflict and Ambivalence in Leadership." American Sociological Review 18 (Feb. 1953): 373-80.
- Semas, Philip W. "The Perilous Presidency." Chronicle of Higher Education, Feb. 3, 1975, pp. 1, 4.
- Simon, Herbert A. "The Job of a College President." Educational Record 48 (Winter 1967): 68-78.
- Thomas, Murray R. "Guided Study in Indonesian Universities." Journal of Higher Education 34 (May 1963): 256-62.
- Van der Kroef, Justus M. "Higher Education in Indonesia." Journal of Higher Education 26 (Feb. 1955), pp. 366-77.
- \_\_\_\_\_. "Education in Indonesia." Phi Delta Kappan 39 (Dec. 1957): 147-51.
- Vaughan, George B.; Bickford, Robert I.; Wygal, Benjamin R.; Sims, Howard D.; McCenney, Byron N.; and Greenfield, Richard K. "The President as Mentor,...as Marketer,...as Manipulator, ...as Money Manager, ...as Manager,...and as Politician." Community and Junior College Journal 48 (April 1978): 6-36.
- Walberg, Herbert J. "The Academic President: Colleague, Administrator, or Spokesman?" Educational Record 50 (Spring 1969): 194-99.
- Walker, Donald E. "Goodbye, Mr. President, and Good Luck!" Educational Record 58 (Winter 1977): 53-59.
- Wenrich, J. William. "Can the President Be All Things to All People?" Community and Junior College Journal 51 (Oct. 1980): 36-40.

C. Unpublished Materials

- Clark, Lita Allen. "Role Expectations for the Chief Executive Officer of a University System." Ph.D. dissertation, University of Alabama, 1977.
- Elbert, Arthur J. "The University Presidency: Dimensions of Performance." Ph.D. dissertation, Northwestern University, 1976.
- Gani, Darwis Suharman. "Higher Education in Indonesia: A Case for Functional Analysis." Ph.D. dissertation, University of Minnesota, 1975.
- Gondodiwirjo, Widarso. "Higher Education in Indonesia: Current Status and Proposal for Change." Ph.D. dissertation, George Peabody College for Teachers, 1971.
- Kim, Chong Wha. "A Study of Role Expectations of Presidents in Seventh-day Adventist Colleges." Ed.D. dissertation, University of Nebraska, 1975.
- Kraby, James MacLain. "Analysis of Role Expectations for Presidents in the Minnesota State Junior College System." Ed.D. dissertation, University of Minnesota, 1972.
- Nelson, Laurence O. "Role Expectations for Selected College and University Presidents." Ph.D. dissertation, Michigan State University, 1960.
- O'Connell, Thomas Edward. "The Five Roles of the College or University President." Ed.D. dissertation, University of Massachusetts, 1975.
- Oliver, Arnold Robert. "The University Presidency as Perceived by Boards of Trustees, Presidents, and Academic Vice Presidents in Selected Colleges and Universities." Ph.D. dissertation, Southern Illinois University, 1975.
- Scott, Thomas Richard. "The Role of the Illinois Public Community College President and Recent Change Perceived by President, the Board Member, the Administration, the Faculty, and the Student." Ed.D. dissertation, Northern Illinois University, 1975.
- Simorangkir, Amos. "Analysis of the Attitude of the Constituents of Indonesia Union College toward the Absence of Government Academic Recognition of the College." Ed.D. dissertation, Andrews University, 1975.

Tavallali, Rahmat Ola. "Role and Functions of Presidents and Chancellors of American Selected Public Universities." Ed.D. dissertation, University of Akron, 1981.

Trimble, Jerry Max. "Priorities of College and University Presidents." Ph.D. dissertation, Boston College, 1973.

Zigarmi, Andrea. "The Role of the President as a Boundary Person: A Case Study." Ed.D. dissertation, University of Massachusetts, 1974.

#### D. Others

Departemen Pendidikan dan Kebudayaan. "Laporan Data Statistik Perguruan Tinggi Swasta dan Administrasi Koperti" [Report of Statistical Data on Private Higher Education and "Koperti" Administration], 1971.

\_\_\_\_\_. "Laporan Kegiatan Pembinaan Perguruan Tinggi Swasta Kopertis Wilayah III, Jawa Barat, Tahun 1978" [Report of Development Activities of Private Higher Education: "Kopertis" Territory III, West Java, Year 1978], Bandung, 1979.

\_\_\_\_\_. "Laporan Pembinaan Perguruan Tinggi Swasta Kopertis Wilayah III, Jawa Barat, Tahun 1980" [Report of Development of Private Higher Education "Kopertis" Territory III, West Java, Year 1980], Bandung, 1981.

Direktorat Perguruan Tinggi Swasta. "Himpunan Peraturan Perundang-undangan Tentang Perguruan Tinggi di Indonesia" [Collection of Regulating Laws Concerning Higher Education in Indonesia]. Departemen Pendidikan dan Kebudayaan, 1980.

Embassy of Indonesia. "Focus on Indonesia." Washington, D.C.: July 1970.

Koordinator Perguruan Tinggi Swasta Wilayah III, Jawa Barat. "Laporan Tahunan 1977" [Annual Report 1977]. (Mimeographed.)

\_\_\_\_\_. Daftar Perguruan Tinggi Swasta [List of Private Higher Educational Institutions]. 1981.

Office of Educational Development. "Educational Innovation in Indonesia." Paris: Unesco Press, 1975.

U.S. Department of Commerce. "Indonesia." Bureau of the Census, May 1979.



## VITA

Name: Richards A. Hutagaol

Date and Place of Birth: August 10, 1937; Balige, North Sumatra,  
Indonesia

Undergraduate and Graduate Schools Attended:

North Sumatra Public University  
Bandung Public Institute of Teacher Training and Education

Degrees Awarded:

1960 Bachelor of Arts in Education, North Sumatra Public  
University  
1969 Master of Arts (equivalent) in Education, Bandung  
Public Institute of Teacher Training and Education  
1982 Master of Arts in Educational Administration, Andrews  
University  
1982 Doctor of Education in Educational Administration,  
Andrews University

Experience:

1962-1965 Teacher and Vice Principal, North Sumatra Academy  
1966-1968 Teacher, Bandung Academy, West Java  
1968-1970 Teacher and Vice Principal, Indonesia Union  
College Academy  
1970-1973 Principal, Indonesia Union College Academy  
1973-1975 Registrar, Indonesia Union College  
1975-1978 Academic Dean, Indonesia Union College  
1982- President, Indonesia Union College